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ABSTRACT

The materials included in this document were prepared for the inservice training of Adoption Site personnel by the staff of Project Focus, a Developer/Demonstration site funded by the U.S. Office of Education under Elementary Secondary Education Act Title III. The document is designed to be used as a complete Training Manual. During the past three years, 1971-74, the Focus program as part of the Roseville Youth Development Project has directed its attention and efforts toward the identification and alteration of those features of a suburban school system that impede and obstruct positive youth development. The program has developed, implemented, evaluated, and disseminated strategies designed: (1) to provide socially acceptable and personally gratifying roles for all youth, particularly those most prone to the development of delinquency patterns and criminal careers; (2) to reduce student feelings of alienation, rejection, and powerlessness, (3) to provide appropriate success oriented learning alternatives; (4) to provide alternatives within the context of a public school system that improve the institutional services to adjudicated delinquents; and, (5) to recommend changes in school policies and procedures to reduce disaffection throughout the system. (Author/JM)

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TRAINING MATERIALS

This material was prepared for the inservice training of Adoption Site personnel by our Focus Staff. The material is designed to be used as a complete Training Manual. However, individual materials may be purchased through the Focus Dissemination Project.

Training materials were developed and prepared by the following staff members.

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We wish to express our appreciation for the assistance given in the writing of these materials by the former Youth Development Project staff:

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NEEDS ASSESSMENT

Package A-1 $ .20

NEEDS ASSESSMENT

Most educational systems are consistent and effective in achieving school district goals. Preparation is offered for college bound students. Vocational, trade, and business courses are offered for those who will immediately join work forces. Classes are provided to help physically and mentally handicapped students participate in and contribute to society. Schools also provide a background of leisure time activities and aesthetic experiences. Yet with all the wide and varied curricular and extra curricular programs, all is not well. There are a significant number of students in all schools whose educational and social needs are not being met. Concern for these students has spurred many school and community people to action. A needs assessment is an effective first step to the identification of unmet needs. It can facilitate appropriate action by:

1. defining the problem
2. gathering data on extent of need
3. gathering data on other agencies involved in serving youth
4. providing a sound basis for action.

The first step in a needs assessment is to organize all concerned parties into a representative task force. This task force, consisting of students, teachers, counselors, administrators, community leaders, parents and law enforcement personnel, coordinates the job of gathering and evaluating data to define the area and extent of youth needs. They then formulate action oriented goals and objectives based on their evaluation.

Some problems the task force might examine are:

1. Increase in delinquent behavior as indicated by police and court records.
2. Increase in the number of students on probation.
3. Increase in the frequency of negative school behaviors such as:

   smoking
   truancy
   tardiness
   absenteeism
   academic underachievement
   fighting
   chemical abuse
   vandalism

4. Increase in school suspensions and dropout rate.
5. Increase in community problems such as runaways, chemical dependency, shoplifting.
6. Diminishing student self-appraisal in such areas as self-concept, social development, self-responsibility.

Once the nature and extent of the need is defined, goals and objectives must be formulated. Goals and objectives will differ, depending upon specific needs. A Management by Objectives system is helpful to implement objectives in a consistent and effective manner. For further details, refer to the strategy material on Management by Objectives System.

To clearly identify the process of a needs assessment, an example of this process done by the Roseville Task Force follows:

The Task Force conducted a thorough needs assessment. The findings in regard to the status of the schools and community precipitated project objectives and action programs. Assessment activities included studying questionnaire responses and generating conclusions, searching out records and enumerating the incidence of problems and interviewing people and collating their opinions. The results of this effort were categorized under three general headings: 1) Identified Problems and Concerns, 2) Characteristics of Students Whose Needs Were Unmet by Existing School Programs and 3) Institutional Barriers to Positive Youth Development and Proposed Intervention Strategies.

Identified Problems and Concerns

1. School Vandalism costs increased as follows:

School Year	Replacement Costs
1966-1967	$1,300.37
1967-1968	2,869.04
1968-1969	4,790.00
1969-1970	6,422.28

2. School records revealed increased frequency of the following overt behaviors:

Smoking
Tardiness
Dropouts
Suspensions
Insubordination
Profane Language
Theft
Vandalism
Lying
Truancy
Academic Underachievement
Student Demonstrations
Student Walk-outs
Underground Newspapers
Fighting
Drug Use
Cheating
Runaways

3. Surveys of secondary school principals, counselors and psychologists sought professional opinions regarding the most critical student behavioral problems and yielded the following clusters of concerns:

Principals: Drugs, liquor, theft, vandalism, harassment, in-school dropouts, and teacher/pupil relations.

Counselors: In-school dropouts, teacher/student relations, parent/child conflict, drugs, students not achieving to teacher's standards, and the need for individualized instruction and/or attention.

Psychologists: The school district's psychologists view the problems encountered by students as falling into two major categories: a) those students who have special learning disabilities, and b) those students who have social-emotional problems. In this latter category, our most pressing problems include runaways, drug users, school phobias, and vandals.

4. The student newspapers of Roseville's two senior high schools were used to survey, and a sample of opinions expressed are as follows:

General	Policies and Procedures
Pressure to conform	Pass system
Lack of communication	Athletic code
Student rights	Locked school doors
Faculty/student relations	Locker checks

General
- Student anonymity
- The system
- Values
- Dehumanization of students and faculty

Policies and Procedures
- Attendance procedures
- Required lyceums
- Censorship
- Lavatory and parking lot monitors
- Dress code
- Mandatory attendance
- Mini course guidelines
- Lack of student involvement in decision making

Instruction and Grading
- Grading and evaluation
- Health curriculum
- Senior Social Studies Curriculum
- Relevancy of curriculum
- Class size
- Rigidity of system
- Lack of voice in making curricular decisions
- Teacher accountability
- Lack of alternative learning modes
- Sparsity of offerings
- Censorship

Student Responsibility
- Littering
- School spirit
- Smoking
- False fire alarms
- Vandalism
- Conflict between student cliques
- Student apathy
- 18-year-old vote
- Student Council
- Fear of managing free time

Facilities
- Student lounge
- Cafeteria and lunch program
- Audio visual equipment
- Physical atmosphere
- Lights for football field
- School bells
- School clocks

Social Awareness
- Pollution
- Drugs
- Abortion
- Race problems
- Religion
- Poverty
- Draft system

5. Area Juvenile Officers reported a dramatic increase in the number of juvenile offenses and identified high incidence offenses as follows:

Number of Juvenile Offenses

Year	Offenses Reported
1969	360
1970	568
1971	712

High Incidence Offenses

- Drug Abuse
- Runaways
- Vandalism
- Shoplifting
- Liquor Law Violations
- Trespassing
- Theft
- Assault

6. The Ramsey County Probation Department reported a perennial increase in the number of school district students on probation as follows:

Year	Number
1969	76
1970	84
1971	100

7. The Ramsey County Juvenile Court referred fifty-five Roseville secondary school students to the Woodview Detention and Diagnostic Center in 1970 and cited the following characteristics common to Roseville referrals:

   Lack of Motivation
   Lack of Confidence - low self-esteem
   Tremendous Reading Problems

Characteristics of Students Whose Needs Were Unmet by Existing School Programs

The school staffs were surveyed regarding students whose needs were not being met by existing programs. The data collected revealed unique clusters of student traits. Examples of the two prominent clusters are:

CLUSTER A

1. Sensitive
2. Depressed
3. Dependent
4. Anxious
5. Confused
6. "Freak" Label
7. Delinquent Acts related to drugs and runaways
8. Members of middle and upper middle class
9. Above average intellectual ability
10. Has narrow range of interest and goals
11. Typically other-centered
12. Rejects role options that are available
13. Demonstrates passive resistance to authority
14. Has high risk of in-school dropout
15. Commits delinquent acts but is not so labeled

CLUSTER B

1. Hostile
2. Aggressive
3. Independent
4. Action Oriented
5. "Greaser" Label
6. Commits Crimes against persons or property
7. Member of lower social-economic class
8. Average intellectual ability
9. Has difficulty establishing and fulfilling goals
10. Is Self-centered
11. Has few personally satisfying role options
12. Expresses hostility in aggressive manner
13. Has high risk of school push or dropout
14. Often is an adjudicated delinquent
15. Has high rate of suspension

INSTITUTIONAL BARRIERS TO POSITIVE YOUTH DEVELOPMENT AND PROPOSED INTERVENTION STRATEGIES

BARRIERS	INTERVENTION STRATEGIES
1. The institution is too large and tends to induce feelings of anonymity and alienation among students and faculty.	a. The "mini" school design--predominant or total academic program with formal socialization component for peer groups sharing common characteristics.
2. The instruction is typically directed to groups of students without consideration for individual differences (maturation, previous learnings, interest, etc.)	a. Individualized instruction based on the assessment of individual needs (diagnosis), the prescription of individualized learning programs (the objectification and quantification of the learning process), and the continuous evaluation of individual progress (reassessment). b. Personalized instruction that respects student input at each stage of the individualized instruction process.
3. The institution often fosters the negative labeling and negative expectations of underachieving and behavior problem students.	a. The student should no longer label himself negatively if he is provided with successful academic experiences, is provided with opportunities to experience meaningful social roles and is provided with immediate positive feedback by peers and adults for responsible behaviors.
4. The institution does not visibly sanction caring behaviors, which produces a climate within which negative behaviors occur and are reinforced.	a. Group process employed to improve interpersonal peer relationships, to teach caring behaviors and to build a positive culture (Family Groups).
5. The institution consciously and unconsciously rejects nonconforming students, fostering feelings of isolation, normlessness and powerlessness among these students. It also tends to foster a rigid pupil-teacher status hierarchy where the flow of power and communication is unilateral and downward. It does not facilitate the meaningful involvement of students in decisions that affect them.	a. Student involvement with teachers and administrators in the decision-making processes that shape programs, e.g., student leadership boards, participation on Task Force, program problems brought to Family Groups for solution, discipline and performance problems handled internally by Family Groups.

BARRIERS	INTERVENTION STRATEGIES
6. The institution does not provide all students with socially meaningful and personally gratifying roles.	a. Provision for a variety of significant and rewarding social roles, e.g., tutoring, junior volunteer probation officers, membership on Task Force and program advisory committees, decision-making roles in programs, public relations responsibilities and community service opportunities.
7. The institution does not provide relevant education for "disaffected" youth. It tends to emphasize academic excellence rather than the development of the total child while the broad range of skills and abilities recognized and rewarded in the larger community are not duplicated in the school setting.	a. Contracting system to establish and fulfill meaningful goals and objectives of academic performance and social behavior -- implementation of the rules of contingency management.
8. The institution responds more readily to negative behaviors, thus actually reinforcing the unacceptable acts of those students who learn that only negative behaviors get attention. Policies and practices are often fixed standards or student conformity rather than flexible guidelines for the development of responsible behavior.	a. Positive behaviors should be reinforced immediately and meaningfully, and negative behaviors should be dealt with consistently (teachers should be accepting of the student while rejecting his or her behaviors).
9. The institution does not adequately develop human relations skills and interpersonal communication skills.	a. Group process employed to improve human relations skills and to teach interpersonal communication skills.

Through gathering and analyzing data, decisions were made about the extent of the needs of young people in Roseville. The needs assessment provided sound guidelines for action, coordinating the concerns and ideas of many agencies of the community. The subsequent action of this Task Force was to make recommendations for action programs that would incorporate the strategies indicated by the needs assessment.

MANAGEMENT BY OBJECTIVES

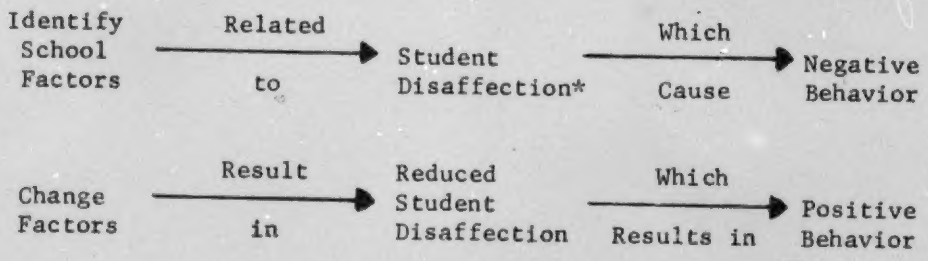
Package B-1 $ .40

MANAGEMENT BY OBJECTIVES

PURPOSE

During the past three years, 1971-1974, the Focus program as part of the Roseville Youth Development Project has directed its attention and efforts toward the identification and alteration of those features of a suburban school system that impede and obstruct positive youth development. The Youth Development and Delinquency Prevention Administration (YD/DPA) outlined its basic philosophy and strategy for community delinquency prevention projects in a document entitled "The National Strategy for the Prevention of Delinquency (YD/DPA, January 21, 1971)." In this statement, YD/DPA specified three general objectives for delinquency prevention projects: 1) To provide all youth with opportunities for positive, meaningful social roles and rewarding institutional experiences; 2) To reduce the general level of alienation among youth; and 3) To reduce the impact of negative labeling on youth, particularly by diverting youth from the juvenile justice system. These three general objectives advance the assumption that the structures and personalities of our basic social and educational institutions facilitate positive youth development for some youth while impeding it for others. The thrust of this assertion is that delinquency prevention must involve institutional change. Those institutions serving youth must become more responsive to their needs and facilitate a healthy course of youth development for all, not just some.

Since its inception, the Focus program has engaged in delinquency prevention activities that follow a sequence consistent with the program's purpose of promoting responsible institutional change. In brief, the Focus model of involvement in the Roseville Area Schools can be described as follows:



More specifically, the program has developed, implemented, evaluated and disseminated strategies designed 1) to provide socially acceptable and personally gratifying roles for all youth, particularly those most prone to the development of delinquency patterns and criminal careers; 2) to avoid the labeling of some students as failures and social outcasts; 3) to reduce student feelings of alienation, rejection and powerlessness; 4) to remove any systematic bias within the institution which impedes positive youth development; 5) to provide success oriented learning alternatives consistent with the needs and abilities of students and directed toward the improvement of their personal competencies; 6) to provide alternatives within the context of a public school system that improve the institutional services to adjudicated delinquents and 7) to recommend changes in school policies and procedures to reduce disaffection throughout the system.

In summary, most delinquency prevention and correction projects prior to the development of the YD/DPA "National Strategy for the Prevention of

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*The term "disaffected" is used by Focus to describe those students (10-12) who possess negative attitudes toward self and school and who display negative behavior in school and/or the community.

Delinquency" launched programs designed to modify delinquent behavior and to train clients to better adapt to the realities of static institutions. The Focus Program in Roseville, Minnesota, serves as a functioning example of a dramatic philosophical switch initiated by the YD/DPA National Strategy of 1971, which required institutions to modify their practices in order to be more adaptable to the prevailing and emerging needs of their clientele.

MANAGEMENT BY OBJECTIVES

The Focus Program's goal of responsible institutional change would be elusive when approached without a defined process and when evaluated without measurable objectives. Thus, sequential "process objectives" were written which directed the evolution of the project. Each institutional change strategy and program was then designed in adherence to general "program objectives" and implemented to produce specific behavioral outcomes which would indicate our success in accomplishing the prescribed program objectives. Our success in meeting the program objectives provided the evaluative criteria of program effectiveness and were collectively called "product objectives." (See appendix for M.B.O. Flow Chart and list of assessment indicators.)

Process Objectives:

1. Conduct Needs Assessment Activities
2. Review Relevant Literature
3. Identify Objectives
4. Identify Intervention Strategies
5. Identify and Obtain Appropriate Resources
6. Implement Intervention Programs
7. Evaluate Intervention Programs
8. Disseminate Results

Program Objectives:

1. Increase Student Access to Desirable Social Roles
2. Reduce the Impact of Negative Labeling on Youth
3. Reduce Student Feelings of Alienation, Rejection and Powerlessness
4. Remove Systematic Biases Operating within the Institution

Product Objectives:

1. Increase Positive Sentiment Toward School
2. Increase Positive Self Concept
3. Increase Positive Parent Attitudes Toward School
4. Increase Parent Involvement with School
5. Increase Academic Achievement
6. Reduce Truancy Rate
7. Reduce Suspension Rate
8. Reduce Discipline Referral Rate
9. Reduce Dropout Rate
10. Reduce Tardiness Rate
11. Reduce Court Referral Rate
12. Reduce Police and Sheriff Contacts

Some explanation as to how product objectives serve to validate the accomplishment of program objectives is necessary. For example, it is simply impossible to objectively determine a program's success at reducing the impact of negative labeling on youth (program objective) unless specific behavioral outcomes (product objectives) are identified as indicators of this accomplishment. A significant reduction in the rates of court referrals, law enforcement contacts, school suspensions, school discipline referrals, absences and tardies serve as valid evidence that the program objective regarding negative labeling was truly met. Likewise, a reduction in student feelings of alienation, rejection and powerlessness (program objective) can be concluded when the analysis of data from appropriate measures reveals significant improvements in self-concept, interpersonal relationships, attitude toward school, parent attitude toward school and parent involvement with school.

The program objectives were organized and the implementation stages were sequenced according to a Management by Objectives (M.B.O.) System. The M.B.O. System served as an excellent mechanism for managing the process of Focus to insure proper program implementation and meaningful evaluation. Through the use of this system we discovered that some of our strategies worked and that some did not.

In the academic area many disaffected students have failed as a result of poor attendance, poor interpersonal communication skills, and poor self-concept. Moreover, continued failure seems to compound itself with the student lagging further and further behind until he has lost all interest in acquiring the skills he needs.

Some strategies that we have used successfully to help students increase in academic achievement are:

1. A relaxed, informal classroom
2. Varied teaching methods such as group discussion, individualized instruction, field trips and movies.
3. Success oriented learning experiences are provided.
4. Short range assignments, immediate feedback, concrete learning experiences (work sheets -- they love them).
5. Contingency Contracting.
6. Breaks within the period.

Most disaffected students have problems of non-attendance and tardiness. Some strategies which have been successful are:

1. A reward of one free hour for every 20 hours spent in class.
2. Going out for breakfast or lunch when a class completes a unit.
3. Loss of class break for tardiness.
4. Referrals to staff for clarification of natural consequences of behavior.

To discourage discipline referrals most problems are handled by an elected student government board as well as the staff and Family Group. If a student's problems with attendance are so severe that he/she is declared truant by the Court and placed on probation he/she will be assigned to work closely with a Focus staff member who is also a volunteer probation officer.

To obtain basic skills necessary for employment, students are given opportunities to:

1. Study vocational English
2. Participate in a work experience program
3. Experience lifelike situations through social studies units such as consumer education.

The following strategies have helped students to improve their self-concepts:

1. The caring approach in Family Groups.
2. Praise for changes in behavior or a job well done.
3. Peer group feedback.
4. Successful experience.
5. The acceptance of the individual as a unique person.
6. Separating the behavior from the person.

A METHOD OF EVALUATION

In order to have an effective program and to be able to implement changes you must manage learning strategies and procedures by identifying measurable objectives and evaluating them.

After conducting a needs assessment and establishing appropriate behavioral objectives, evaluation materials must be developed that accurately measure success in meeting particular objectives (see evaluation material for more information). One scheme which we use to help us do this is called the "evaluation blueprint."

An evaluation blueprint could be used in any curriculum area, in some form. Basically, evaluation must contain the following parts:

1. What are the basic goals and objectives? What specific behaviors are desired?

2. What parts of it are observable? If it can't be observed skip it and go back to step one! Behavior must be observable.

3. If it is observable, how can it be measured?

4. Find or develop an instrument, tool, or survey to measure the behavior.

5. After a period of time when the "learning" or behavior change is supposed to have occurred, implement the evaluation instrument.

6. Tabulate the data and compare with

    a. baseline data
    b. pre and post test

7. Manage the future of the program by the results of your evaluation.

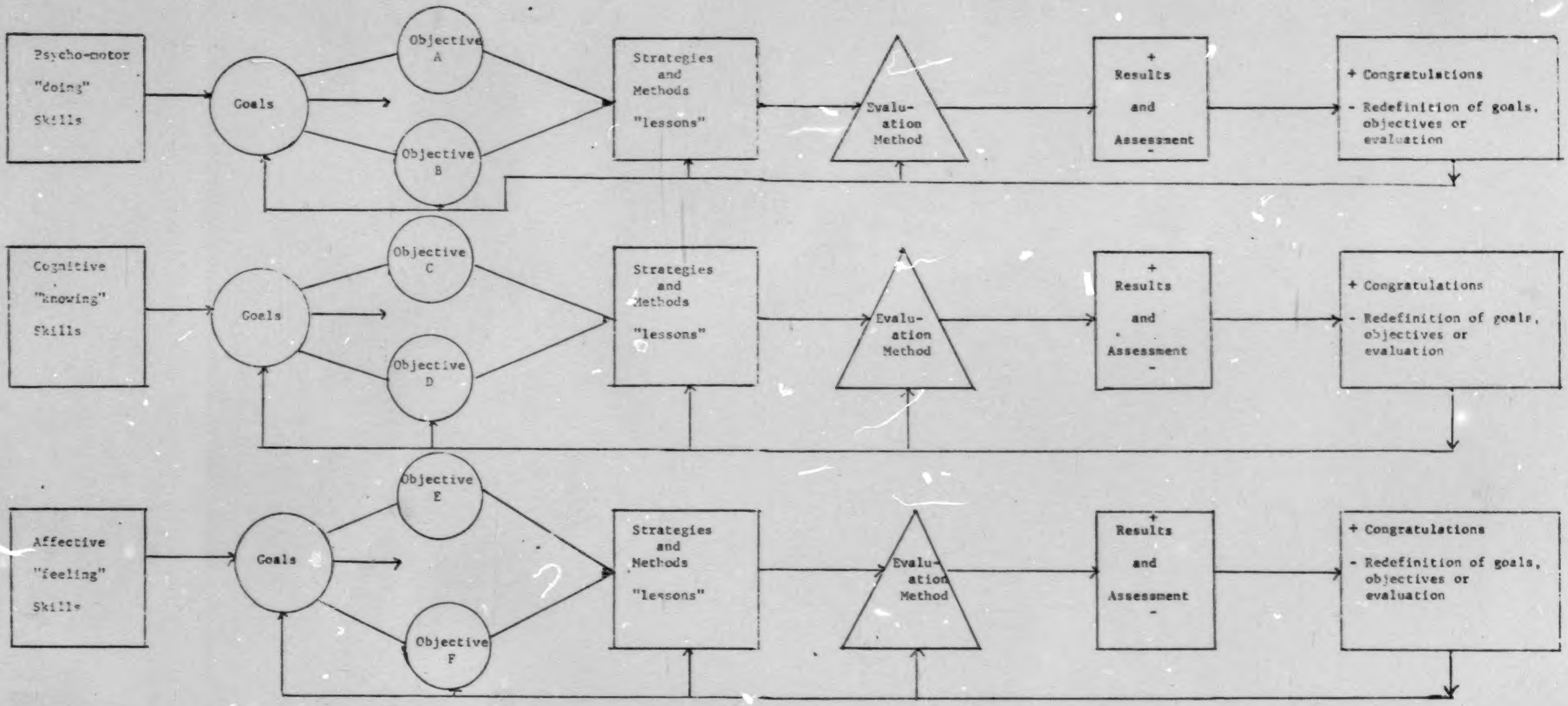
A working model of an evaluation blueprint for reading skills is included in the appendix. The basic format could be used for any goal that you wish to obtain. If after you have formed your goals, you make an evaluation blueprint, you then have something concrete with which to improve your program.

APPENDIX

EVALUATION BLUEPRINT

Area of Concern	Goals to be Achieved	Objectives	Strageties, Methods, Lessons	Evaluation	Results and Implementation
Psycho-motor Skills "doing"	The student will be able to read and comprehend material in print form.	The student will increase speed and accuracy of reading.	1) diagnosis of reading 2) contingency management for reading assignments 3) free time for reading 4) remedial work for individuals	Use of a) Iowa Tests b) Gates-MacGinite Test c) Any other	+ Keep on using strategies - Reassessment of goals and objectives, strategies, and evaluation
Cognitive Skills "knowing"	The student will increase vocabulary.	The student will increase vocabulary.	5) Vocabulary drill and worksheets 6) crosswords 7) reward - knowing new words	a) Vocabulary Quiz b) Iowa Tests c) Vocabulary list	+ Keep on using strategies - Reassessment of goals and objectives, strategies, and evaluation
Affective Skills "feeling"	The student will feel more at ease reading printed material	The student will read material in assignments efficiently and with less complaint	8) make materials short term 9) immediate reinforcement	a) student surveys b) observe percent of students reading over period of time	+ Keep on using strategies - Reassessment of goals and objectives, strategies, and evaluation

EVALUATION BLUE PRINT FLOW CHART


Psycho-motor "doing" Skills
Goals
Objective A
Objective B
Strategies and Methods "lessons"
Evalu-ation Method
+ Results and Assessment -
+ Congratulations
- Redefinition of goals, objectives or evaluation
Cognitive "knowing" Skills
Goals
Objective C
Objective D
Strategies and Methods "lessons"
Evalu-ation Method
+ Results and Assessment -
+ Congratulations
- Redefinition of goals, objectives or evaluation
Affective "feeling" Skills
Goals
Objective E
Objective F
Strategies and Methods "lessons"
Evalu-ation Method
+ Results and Assessment -
+ Congratulations
- Redefinition of goals, objectives or evaluation

WORKING DRAFT

ASSESSMENT TO BE USED AS BASELINE DATA FOR EVALUATION OF FOCUS

1. Attendance Records
    - A. Tardies
    - B. Absences
2. Iowa tests of Educational Development achievement test scores
3. Scholastic Apptitude tests
4. Attitudinal questionnaires
    - A. Students
        - (1) School Sentiment Index
        - (2) Self Appraisal Inventory
    - B. Parents
        - (1) Attitude towards school
        - (2) Attitude towards children
    - C. Staff
        - (1) Attitude towards school
        - (2) Attitude towards specific students
5. Disciplinary referrals to administration
6. Court Referrals
7. MMPI to students in the program

- -

Other possible indicators:

- A. School suspensions
- B. Social Indicators
- C. Staff reactions

8/15/74

MISSION: PREVENTION OF JUVENILE DELINQUENCY THROUGH YOUTH DEVELOPMENT

NATIONAL OVERALL GOALS

1. Reduce Negative Labeling	2. Develop Systems	3. Increase Access To Roles	4. Ameliorate Alienation	5. Reduce Delinquency

ROSEVILLE'S OVERALL GOALS

1. Reduce Barriers To Roles	2. Develop and Implement Intervention Strategies	3. Increase Access To Roles	4. Reduce Disaffection	5. Reduce Negative Behavior

OBJECTIVES

1971 - 1972

PROCESS OBJECTIVES			EVALUATION OBJECTIVES	
1A Identify School Related Barriers To Roles	2A Develop & Pilot School Programs containing Strategies for Eliminating Barriers	3A Develop within each Pilot School Program Processes for Increasing Youth Involvement	4A Increase Students' Self-Concept	5A Increase Academic Achievement
	2B Evaluate Elementary Alternative Programs which contain strategies for eliminating barriers	3B Develop within each Pilot Program Strategies for insuring youth involvement	4B Increase Students' Positive Attitude Toward School	5B Reduce Court Referrals
	2C Increase Local Funding to 25%		4C Increase Parents' Positive Attitude Toward Pilot Programs	5C Reduce School Discipline Referrals
	2D Increase State Funding		4D Increase Teachers' Positive Attitude Toward Pilot Programs	5D Reduce Dropouts
	2E Develop Linkage with Social Agencies			5E Reduce Tardies
				5F Reduce Absences
				5G Reduce School

1971 - 1972

ACTION STEPS

PROCESS ACTION STEPS			EVALUATION ACTION STEPS	
1A1 Review Literature	2A1 Identify Strategy for each Listed Barrier	3A1 Identify Youth Involvement Processes related to each Intervention Strategy	4A1 Develop Evaluation Model	5A1 Determine Evaluation Model
1A2 Interview Professionals	2A2 Identify Students with Behavioral Problems		4A2 Determine Proper Instrumentation	5A2 Determine Proper Instrumentation
1A3 Interview Problem Students	2A3 Group Students by school, age, problems, etc.		4A3 Obtain Pre-test Data	5A3 Obtain Pre-test Data
1A4 Analyze Present School Programs	2A4 Develop Pilot Program for each Major Group of Students		4A4 Obtain Post-test Data	5A4 Obtain Post-test Data
1A5 List School Barriers	2A5 Select Staff		4A5 Analyze Data	5A5 Analyze Data
	2A6 Select Site and Space		4A6 Write Report	5A6 Write Report
	2A7 Pre-Service Staff			
	2A8 Pilot Each Program			

2A9 In-Service Staff			
2A10 Provide Program Review Meetings			
2B1 Develop Evaluation Model	3B1 In-service staff in Youth Involvement Processes	4B1 - 4B6 Same as 4A1 - 4A6	5B1 Determine Base Line Conditions
2B2 Identify Control and Experimental Students	3B2 Implement Student Leadership Board		5B2 Collect Data after Treatment
2B3 Determine Dependent and Independent Variables	3B3 Implement Advisory Committee	4C1 - 4C6 Same as 4A1 - 4A6	5B3 Compare Base Line Data with Post Data
2B4 Collect Data	3B4 Implement Task Force		5B4 Write Report
2B5 Analyze Data	3B5 Implement Dissemination Activities	4D1 - 4D6 Same as 4A1 - 4A6	
2B6 Write Report	3B6 Implement Tutorial Program		5C1 - 5C4 Same as 5B1 - 5B4
	3B7 Implement work-study Program		
	3B8 Implement contingency management component		5D1 - 5D4 Same as 5B1 - 5B4

		3B9 Implement personalized Instruction Model		
		3B10 Implement Mini School Model		5E1 - 5E4 Same as 5B1 - 5B4
		3B11 Implement Group Process Component		
		3B12 Provide Youth Involvement Review meetings for Staff		5F1 - 5F4 Same as 5B1 - 5B4
	2C1 Get committment from District Office			5G1 - 5G4 Same as 5B1 - 5B4
	2C2 Report effect of Successful Programs			
	2C3 Reallocate staff, funds, etc. to programs			
	2D1 Write ESEA Title III Proposal			

	2D2 Write CQE Proposal			
	2D3 Meet with State Dept. to change guidelines to meet needs of problem students			
	2D4 Get staff to be certified so that they can get state funds			
	2E1 Provide VPO Training to staff as well as act as intermediary between staff and court			
	2E2 Institute Task Force - hold monthly meetings			
	2E3 Institute Referral component with YDP acting as intermediary			

1972 - 1973

OBJECTIVES

PROCESS OBJECTIVES			EVALUATION OBJECTIVES	
1A Refine list of school related barriers to roles	2A Refine and continue successful programs	3A Refine processes for increasing youth involvement	4A Increase students' self-concept	5A Increase Academic Achievement
	2B Expand successful programs in local District	3B Refine strategies for insuring youth involvement	4B Increase students' positive attitude toward school	5B Reduce court referrals
	2C Implement successful programs in school districts other than Roseville		4C Increase Parents' positive attitude toward programs	5C Reduce school discipline referrals
	2D Develop and Pilot Elementary Programs		4D Increase Teachers' positive attitude toward programs	5D Reduce Dropouts
	2E Increase Local funding to 50%			5E Reduce Tardies
	2F Increase State Funding			5F Reduce Absences
	2G Increase linkage with social agencies			5E Reduce School Suspensions

1972 - 73

ACTION STEPS

PROCESS ACTION STEPS			EVALUATION ACTION STEPS	
1A1 Review Evaluation data on Pilot Programs	2A1 Refine intervention strategy for each listed barrier	3A1 Review Evaluation data on Pilot Programs	4A1 Develop Evaluation Model	5A1 Develop Evaluation Model
1A2 Review intervention strategies of successful programs	2A2 Pre-service staff on refinements	3A2 Review Youth Involvement processes of successful programs	4A2 Determine proper instrumentation	5A2 Determine proper Instrumentation
1A3 List refined school barriers	2A3 Implement refined programs	3A3 List refined processes for Increasing Youth Involvement	4A3 Obtain pre-test data	5A3 Obtain pre-test data
	2A4 Provide review meetings with the staff monthly		4A4 Obtain post-test data	5A4 Obtain post-test data
		3B1 In-service staff in refined Youth Involvement Processes	4A5 Analyze Data	5A5 Analyze Data
	2B1 Determine successful programs	3B2 Provide Youth Involvement review meetings for Staff monthly	4A6 Write report	5A6 Write report

	2B2 Select students for proper program			
	2B3 Select additional Staff		4B1 - 4B6 Same as 4A1 - 4A6	5B1 Determine baseline conditions
	2B4 Pre-service new staff			5B2 Collect data after treatment
	2B5 Implement expanded programs		4C1 - 4C6 Same as 4A1 - 4A6	5B3 Compare baseline data with post-data
	2B6 In-service staff monthly			5B4 Write report
	2B7 Provide monthly review meetings for staff		4D1 - 4D6 Same as 4A1 - 4A6	5C1 - 5C4 Same as 5B1 - 5B4
	2C1 Provide program visitation to outside school districts			5C1 - 5D4 Same as 5B1 - 5B4

	2C2 Prepare and present dissemination material to outside school Dists.			
	2C3 In-service personnel from outside school Districts			5F1 - 5F4 Same as 5B1 - 5B4
	2D1 Identify Strategy for removing barriers at Elementary level			5G1 - 5G4 Same as 5B1 - 5B4
	2D2 Identify students with behaviorial problems			
	2D3 Select Staff			
	2D4 Pre-service Staff			
	2D5 Pilot Program			

	2D6 Provide In-service and review meetings for staff			
	2E1 Get Committment from District Office			
	2E2 Report effect at successful programs			
	2E3 Reallocate Staff, funds etc. to programs			
	2F1 Write ESEA Title III Proposal			
	2F2 Write CQE Proposal			

	2F3 Keep in contact with State Dept. and Staffs. To insure reinbursement 2G1 Provice VPO Training for new staff			
	2G2 Add new agencies to task force			
	2G3 Institute local community resource contact			

1973 -- 1974

OBJECTIVES

PROCESS OBJECTIVES			EVALUATION OBJECTIVES	
1A Refine list of school related barriers to roles	2A Refine and continue successful programs	3A Refine processes for increasing Youth Involvement	4A Increase students self-concept	5A Increase academic achievement
	2B Expand successful programs in local Dist.	3B Refine strategies for insuring Youth Involvement	4B Increase students positive attitude toward school	5B Reduce court referrals
	2C Implement successful programs in school Districts other than Roseville		4C Increase parents positive attitude toward program	5C Reduce school discipline referrals
	2D Develop and pilot elementary program		4D Increase teachers positive attitude toward program	5D Reduce dropouts
	2E Increase Local funding to 100%			5E Reduce Tardies

	2F Increase State Funding			5F Reduce Absences
	2G Increase linkage with social agencies			5G Reduce school suspensions

1973 -- 1974

ACTION STEPS

PROCESS ACTION STEPS			EVALUATION ACTION STEPS	
1A1 Review Evaluation Data on all Programs	2A1 Refine intervention strategies for each listed barrier	3A1 Review evaluation data on programs	4A1 Develop Evaluation Model	5A1 Develop Evaluation Model
1A2 Review intervention strategies of successful programs	2A2 Pre-service Staff on refinements	3A2 Review Youth Involvement processes of successful programs	4A2 Determine proper Instrumentation	5A2 Determine proper Instrumentation
1A3 List Refined School Barriers	2A3 Implement refined programs	3A3 List refined processes for insuring Youth Involvement	4A3 Obtain Pre-test Data	5A3 Obtain Pre-test Data
	2A4 Provide review meetings with staff monthly		4A4 Obtain Post-test Data	5A4 Obtain Post-test Data
		3B1 In-service Staff in Refined Youth Involvement processes	4A5 Analyze Data	5A5 Analyze Data

	2B1 Determine successful programs	3B2 Provide Youth Involvement Review meetings for Staff Monthly	4A6 Write Report	5A6 Write Report
	2B2 Select additional students for programs			
	2B3 Select Additional Staff		4B1 - 4B6 Same as 4A1 - 4A6	5B1 Determine Base Line Conditions
	2B4 Pre-service new Staff			5B2 Collect Data after treatment
	2B5 Implement expanded programs		4C1 - 4C6 Same as 4A1 - 4A6	5B3 Compare base line data with post-data
	2B6 In-service Staff Monthly			5B4 Write report
	2B7 Provide monthly review meetings for staff		4D1 - 4D6 Same as 4A1 - 4A6	

					5C1 - 5C4 Same as 5B1 - 5B4
		2C1 Provide program visitation to outside school Districts			5D1 - 5D4 Same as 5B1 - 5B4
		2C2 Prepare and present dissemination materials to outside Districts			
		2C3 In-service personnel from out-side school Districts			5E1 - 5E4 Same as 5B1 - 5B4
		2D1 Identify strategy for removing barriers at Elementary Level			5F1 - 5F4 Same as 5B1 - 5B4
		2D2 Identify students with behaviorial problems			
		2D3 Select Staff			5G1 - 5G4 Same as 5B1 - 5B4

		2D4 Pre-service Staff			
		2D5 Pilot Program			
		2D6 Provide in-service and review meetings with staff			
		2E1 Get committment from District Office			
		2E2 Report effect of successful programs			
		2E3 Reallocate staff and funds to programs			

		2F1 Write ESEA Title III Proposal			
		2F2 Write CQE Proposal			
		2F3 Keep in contact with State Dept. and Staff to insure reinbursement			
		2G1 Provide VPO training for new Staff			
		2G2 Add new agencies to task force			
		2G3 Continue linkage with Community Resource Center			

IDENTIFICATION AND SELECTION OF FOCUS STAFF AND FOCUS STUDENTS

Package C-1 $ .20

IDENTIFICATION AND SELECTION OF FOCUS STAFF AND FOCUS STUDENTS

The goals of the Focus program are to reduce student disaffection with school and learning, to build a classroom culture that demonstrates the caring principle, to improve the student's background of basic skills, to improve each student's ability to relate effectively with peers and adults, and to give each student a reason to feel self-worth and hope for the future. In order to implement these goals, the selection of both staff and students is highly important to the success of the program.

Job Description: All Focus staff members must have real concerns and commitments for each student in school and outside of school. Focus staff members must be aware of the student's relationships with other teachers, administrators, students, family, friends, employers, and other authority figures.

The staff becomes familiar with the student's past history and tries to keep informed about what is happening to the student in school and in his home and community. Each student is assigned to a specific staff member who is available to him 24 hours a day. If at any time one staff member cannot be reached, each of the other staff members is available to perform the same function. Each staff member is also a Volunteer Probation Officer and is frequently assigned to work with students who become involved with the Court system.

Each teacher is responsible for developing methods and techniques within his/her discipline to use in the program and to share with others outside the program. Each staff member serves as a Family leader which requires training, background, and/or experience in behavior modification techniques, group and individual counseling, crisis intervention, group dynamics, and a well developed ability to recognize and deal with today's adolescent problems.

Identification and Selection of Staff: In the three years that the Focus program has been in existence, we have identified some qualities that help a teacher to be successful in working with the disaffected.

A successful teacher of disaffected students must perform numerous roles, and in order to successfully implement designated goals and objectives, an interdisciplinary team teaching approach is required. In order to do this one should have some or all of the following qualities:

1. Genuine concern for kids
2. Flexibility in thought and action
3. Emotional stability
4. Able to operate for periods of time with no "positive reinforcement" from students
5. Able to give and receive feedback
6. Able to deal with abusive behavior
7. Ability and willingness to use other resources
8. Imagination
9. Energy
10. Good health
11. Able to organize and individualize
12. Able to give and receive affection and warmth
13. Sensitivity to subtle clues and messages sent by students.

Staff Turnover and Replacement: If the Focus model is to be continued as an ongoing program, some strategy for the training and replacement of staff must be devised. Turnover in program staff is inevitable, and proper training and careful staff selection are essential to insure program continuity. There are some considerations in replacement of staff that are paramount. A complete job description is the foundation. The program staff must have input in the hiring process because of the intensity of the team effort. Funding must become of a nature that will be reliable and predictable. Training and support must be instituted in order to help the new staff member cope with the demands of the job. Finally, because teaming is an integral part of the Focus approach, ways must be designed to incorporate the staff replacement member into the existing patterns of functioning.

Identification and Selection of Students: FOCUS is not the appropriate alternative for everyone. In order to identify those students who are not achieving and/or functioning in school in a way that is beneficial to themselves and others, the following criteria are used as a basis for referral of students to the Focus Program.

1. Underachievement
2. Acting out behavior
3. Withdrawn behavior
4. High absentee or tardiness record
5. Personal problems involving peers
6. Problems with authority
7. Problems with home and community
8. Poor self-image
9. Anti-social, destructive behavior

10. Lack of motivation

11. Identified as a risk for graduation

12. Economic problems serious enough to threaten completion of school.

In general, referral is based on a recognition of a need for a different approach not normally offered in the traditional school setting.

While the criteria for identification of prospective students should be the same in almost all schools, the selection process may differ. There are several factors which will determine the selection process:

staff

nature of school population

facilities and space

finances

assessed needs

The specific selection procedures for the Kellogg and Ramsey Focus programs are as follows:

Kellogg Student Selection Process

Students qualify for Focus on the basis of recommendations. These recommendations can be made by students, teachers, administrators, counselors, and parents. The recommended student will spend two days as a visitor in the Focus program. During this visit, the student will be interviewed extensively by Focus students and the Focus staff. The recommended student must be identified as having the potential and desire to be helped by a different approach. The new student must be committed to making his/her participation in the school setting helpful. The student will develop and fulfill a general program agreement, make a realistic attempt to achieve in each class, reach a minimum standard of attendance and punctuality, change behavior which is harmful to himself/herself or others, and demonstrate after a reasonable length of time that he/she cares enough about himself/herself, fellow students, and the staff to become actively involved in their well being. If the recommended student is willing to make this commitment, is accepted by Focus students and staff, and has parent permission, then he/she is admitted in the Focus program.

Ramsey Student Selection Process

1. Identification of prospective Focus students

   Recommendations are requested from all Ramsey assistant principals, counselors and teachers.

2. A list of those students recommended in Step 1 will be sent to each counselor and assistant principal.
3. Meet with principals and counselors to evaluate the lists.
4. Send a letter to each student identified above informing him that he has been selected as a potential Focus student. This mailing will also include:
    a. Description of Focus Program
    b. Parental Permit-to-Test Form
    c. Letter which includes date and place of meeting for all students interested in being in the Focus Program.
5. Meeting of all prospective Focus students who are interested in becoming part of the program. The following information will be given:
    a. Description of the program
    b. Description of selection procedure
    c. Time and place where testing is to be done.
6. Testing - instruments to be determined by the staff.

7. Interviews

Each prospective Focus student who has completed all testing will be interviewed by:

   a. Two Focus students
   b. Two members of the Focus staff.

8. Meet with assistant principals and counselors to evaluate list of those prospective students who have completed all tests and interviews.

9. Meeting for final selection of referred students. Those present will be:

   a. Interested current Focus students
   b. Focus staff
   c. Interested assistant principals and counselors.

10. Notification of students and parents of students, who were selected for the Focus program.

11. Notification and follow-up of students and parents of students, who have not been selected to be in the Focus program, but did complete all selection procedures.

Final selection of students for Ramsey Focus is based on a number of considerations:

1. The student must recognize that he has a problem.
2. The student must be willing to make a commitment to change to help himself and/or others.
3. There must be real need demonstrated for the Focus alternative.
4. Staff must recognize that the student has potential for some degree of success.
5. No other alternatives are available to help meet demonstrated need.
6. Consideration of family and community situation.

These considerations are weighed for each referred individual. Students who are not selected are followed up with an individual conference and other appropriate referrals.

CLASSROOM MANAGEMENT MATERIALS

Package D-1 _______

CLASSROOM MANAGEMENT MATERIALS

INDIVIDUALIZATION

Individualization is an essential component of the Focus model. It is not simply a curricular tool, it is a philosophy of how to treat human beings. It extends beyond the typical individualized curriculum to include methods of dealing with all aspects of students' needs. School failure is a primary cause of behavior problems, feelings of worthlessness, and low self-concept. In Focus, youngsters are treated in a manner that reinforces their feelings of success and self-worth. Because we deal with the individual's total life as well as school work, individual consideration extends to time structuring, discipline, rewards, attention giving, confrontation, and problem resolution.

A student's learning experience in Focus primarily depends upon what he or she appears to need. Since each student is different and has different needs our treatment of him/her varies considerably. In the class work, a considerable amount of individual contracting is done. Abilities, interests, and relevance determine the course content. Each student begins at his or her particular level in skill development, and expectations are extended from there. The basic expectation is growth. The rate and level are determined by the special considerations of each case. Some students have learning problems, some have short attention spans, some have a poor sense of timing and responsibility. The growth to be expected is negotiable between the teacher and the student. Grading is important to the students and much feedback is given about what a grade means. The grading is primarily done in terms of effort and growth in meeting individual expectations.

When a person is experiencing growth and success, feedback and attention are given to reinforce the growth. When the student is having problems, contingency contracting is sometimes effective. The individuals are asked to take a look at where they are and where they would like to be, or think they should be. Then a plan is drawn up with regular checkpoints and sometimes modifications, always keeping in mind the capabilities and needs of the individual. Students respond to this structuring in a positive way if the goals are consistent with their needs.

The basic tool of individualized instruction is the behavioral objective. It provides the groundwork for implementing and measuring educational goals. It is written as a learning outcome that is observable and measurable, relating to the concept being taught. Since learning involves change, behavioral objectives specify the new behavior the student will exhibit as a result of instruction. This change must be measurable if teacher and student are to know exactly what learning took place, so rather than using these verbs:

to understand
to recognize
to appreciate
to grasp the meaning of

behavioral objectives are written using verbs such as:

to classify
to build
to design
to write
to demonstrate
to list.

Notice that the difference is the measurability of the second list. Thus, rather than teaching Johnny to understand how to write his name, we teach him to write his name.

Regardless of the approach to individualization utilized, the desired goal or result is the same--a tailoring of each student's program to his needs and his learning style. Individualization enables the student to proceed at his own maximum rate and to achieve mastery of the material that he has covered.

Several methods or approaches can be used in implementing individualized instruction into a curriculum.

1. Different students need different amounts of time on any given task. It is essential that each student be allowed all the time that he needs to master each task he undertakes. More time is usually not all that a slow learner needs to achieve mastery but it is always one essential.

2. Different students may work on different tasks toward different goals. All students follow the same sequence of tasks within the required curriculum but, in the elective areas, individual tasks can be chosen.

3. Different students can use different materials or equipment in working toward the same goal. Some students might use a textbook in studying a topic, others might read source materials, others might use tapes, while others might view a movie on the topic.

The teacher's role in the individualized classroom is different than that of lecturer and information disseminator. As individualization increases, the role of the teacher becomes one of resource person, spending more time in individual student contacts, and coordinating the general learning sequences and activities of individuals as they work independently. Basically the role of the teacher is to:

1. Decide what learning task the individual student needs to accomplish next within the curricular area.

2. Assess the extent to which he already has mastered parts of the task and determine what parts he has yet to master. This step is called pretesting.

3. Organize resources a[illegible] learning activities that best fit the learning style of the student.

4. Prepare an individualized learning program for the student that specifies the particular things he is to master and the manner in which he is to go about the task. A highly effective method is to have the student and teacher arrive at a "contract" or agreement for learning together.

5. Provide evaluation and feedback for students and keep records of the student's learning progress. (This is posttesting.)

There are several key elements that are important in the functioning of individualized instruction. Questions such as, Where are you at? Where are you going? and How do you know when you get there?, can be handled by this process:

1. Establish the main idea or concept
2. Write behavioral objectives
3. Give instructions on how to proceed
4. Administer pretest
5. Design and implement learning activities
6. Administer posttest
7. Take stock of progress

This process can be used for groups as well as individuals. A tool for individual instruction is the learning package. Included in this package are two examples of learning packages combined with a sample contingency contract.

CONTINGENCY CONTRACTING (A form of Behavior Modification*)

School failures do not "just happen." Like anything else, they have causes. For some time it has been customary to attribute school failure to such causes as "low intelligence," "poor motivation," "lack of interest," "emotional problems," "poor home life." Current research going on in public schools and experimental schools is convincingly demonstrating that school failures can be overcome by better teaching programs and the effective use of positive reinforcement to motivate children. One approach to the systematic use of reinforcement principles to motivate better learning is contingency contracting. The general procedure is deceptively simple: arrange the conditions so that the child gets to do something he wants to do following something you want him to do.

Behavior is strengthened or weakened depending on its consequences. In contingency contracting, the consequences are usually some other behaviors a child might like to engage in. However, this does not exhaust the ways in which reinforcing consequences can be systematically introduced in the classroom. There are variations on the procedures which may be more appropriate to one classroom than another. For example, instead of immediately following an academic task with a reinforcing activity or event, the teacher might give the children points, stars, or tickets which can be exchanged at some later time for a reinforcer. Children can learn more willingly and satisfactorily if the framework within which learning takes place has been mutually agreed upon between teacher and student.

A teacher who uses contingency contracting makes an agreement or contract with his students under which he promises rewards in return for the desired learning behavior by the students. The method can be used at any grade level and with any subject. The method - or variations of it - has been applied successfully with normal children in regular public school classrooms, with children suffering from severe emotional disturbances, by parents within their own families, and in many other situations. One of the major problems educators and parents have faced throughout the ages has been that of motivating children to perform tasks, whose desirability was determined by these adults. Traditionally, negative contingencies have been favored to achieve this goal. In other words, the adult imposes a kind of "contract." The contract in this case takes the form: "As soon as you demonstrate that you have learned a little more, you may do something which is even more enjoyable." "If you don't do this, I am going to step on your head."

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*An understanding of basic principles of behavior modification is essential to use contingency contracting. For a review of these principles, see the Behavior Modification section in the Tools package.

Contracts with positive contingencies are used every day, most obviously in the world of commercial and business enterprises. When one goes shopping, takes a job, or hires an employee, positive contingency contracts are implicit. In fact, with the exception of the legal system, whose approach is basically negative, our everyday life is largely run by positive contracts. Wherever such contracts meet the criteria of fairness and honesty, they fill important needs as bases for interpersonal relations.

The ultimate objective of behavioral motivation technology is shifting to self-management, so that the individual assumes responsibility for motivating his own behavior. The reason for bringing up the "ultimate objectives" at this time is to reassure those teachers who may be dubious about the whole idea of motivation management. They may be saying to themselves, "Students should be motivated by a desire to succeed, not by the promise of a reward," or "This sounds like bribery to me." Or the teacher may be thinking, "If I apply contingency contracting systematically now, won't the child grow up expecting rewards for every little thing he does?" Experiences have proven otherwise. Children who participate in a program of systematic contingency management turn out to be happy, eager-to-learn children for whom learning itself becomes one of the most rewarding experiences.

In order to be worthwhile, the terms of a contingency contract must offer as a reward an experience which is (a) highly desirable to the student and (b) not obtainable outside the conditions of the contract. If the terms on the student's side of the contract lead to such experiences, this will have one of two important effects: it will increase the probability that the students will perform the same activity in the future, or it will maintain in strength a behavior which is already strong. This will be true as long as the terms of the contract hold, and as long as the characteristics of desirability and attainability of the experience do not change. Of course, if the experience offered becomes less desirable, as it often does with time, or if the same experience will become attainable in other (easier) ways, the experience will lose its potential of having an effect on the student's performance. This characterization equates the experience offered in the contract with what is technically known as a reinforcer. A reinforcer in psychology is an event which, when it follows certain activities, increases the likelihood that these activities will recur.

Kinds of Reinforcers. There are many different kinds of reinforcers. Some reinforcers are characterized by the fact that they make it possible for an organism to engage himself in some desired activity. A person is more likely to perform a relatively boring and uninteresting task if the payoff is the opportunity to do something more interesting and entertaining.

For example, fighting one's way through miles of holiday traffic is in itself not a very rewarding task. Still, thousands do this in order to visit relatives or friends. These kinds of reinforcers, called reinforcing responses, are things one does, or likes to do.

Other reinforcers involve things that happen to someone. For example, on a camping trip, a man may exert a great amount of energy to chop wood and create a camp fire (task), especially if the weather is chilly. Getting warm by the fire (which happens to the person) will, in this case, serve as a reinforcer. Technically, reinforcing events of this kind are called reinforcing stimuli.

The rules of contracting are not entirely unknown to the average teacher or parent. In fact, much of contingency contracting may be summed up in Grandma's Law, which states: "First clean up your plate, then you may have your dessert."

More formally and precisely, we can identify ten basic rules. The first five refer to the use of the reward in contracting, while the last five describe characteristics of proper contracting.

Rule 1. The contract payoff (reward) should be immediate. It is of particular importance that this rule be observed early in the game when the child is just learning about contracting.

Rule 2. Initial contracts should call for and reward small approximations. If the initial performance requested from the student is a small, simple-to-perform approximation to the final performance desired, no difficulties will be encountered. If, on the other hand, the performance requested is too precise, and too difficult for the student to perform, no amount of reward will help.

Rule 3. Reward frequently with small amounts. Experience has shown (and there is considerable laboratory evidence to support this) that it is far more effective to give frequent, small reinforcements than a few large ones. As rule 2 indicates, this is of particular importance early in the game.

Rule 4. The contract should call for and reward accomplishment rather than obedience. Thus, the contract should say: "If you accomplish such and such, you will be rewarded with such and such," not, "If you do what I tell you to do, I will reward you with such and such." Reward for obedience leads only to continued dependence on the person to whom the child learns to be obedient.

Rule 5. Reward the performance after it occurs. At first glance, this is the most self-evident of all the rules; first some task behavior, then some reinforcing responses or reinforcing stimuli.

Rule 6. The contract must be fair. This rule simply means that the terms of the contract, on both sides of the agreement ("If you will do X, I will do Y"), must be of relatively equal weight. Imagine a contract, for example, in which a teacher says to the students, "If you get all A's throughout the school year, I will take you to the movies." This kind of a contract could hardly be called fair. On the other hand, the teacher's saying, "If you sit quietly for two minutes, I will take you to the movies," would also be an unbalanced contract.

Rule 7. The terms of the contract must be clear. This means that the terms on both sides of the agreement must be explicitly stated. For example, an unclear contract would say, "Do a few arithmetic problems and then we will do something more interesting." A more clearly stated contract would say, "Do ten arithmetic problems correctly and then we will watch the first four minutes of this

Popeye cartoon." The child must always know how much performance is expected of him and what he can expect as a payoff.

Rule 8. The contract must be honest. An honest contract is one which is (a) carried out immediately, and (b) carried out according to the terms specified in the contract.

Rule 9. The contract must be positive. An appropriate contract should not say, "I will not do X, if you will do Y." The terms of the contract should contribute something to the child's experience, rather than take something away from him/her.

Rule 10. Contracting as a method must be used systematically. Perhaps the most difficult thing to learn about the laws of contingency is that they go on working all the time, whether one pays any attention to them or not. That is to say, these laws do not hold only during arithmetic period or the reading lesson, or only during school hours, for that matter. A reinforcement following a bit of behavior will strengthen that behavior whether or not it occurs during school hours. As one becomes familiar with contingency management procedures one might ask, "What is the payoff for the child?" for almost every behavior requested of the child.

Once contracting has been established as a motivation-management procedure, it should be maintained, and care should be taken not to reward undesirable acts. Remember, the best way to eliminate unwanted behaviors is to make certain that they are never reinforced in any way; instead, see to it that in the same situation some other behavior is reinforced, which is itself incompatible with the undesirable behavior.

What is the payoff for the parent or teacher? The parents and teachers now using these rules in their management of child motivation find that children are eager to perform under these conditions. These children do not show the timid or aggressive traits of children performing under duress and coercion. Nor do they exhibit the demanding and "spoiled" characteristics of those who are used to receiving unearned benefits.

Establishing the Contract. The contract must be stated in simple language, easily understood by the student. The occasion may dictate different ways of wording a particular contract, but in each case the terms of the contract will fit the paradigm, "If first you do X, then you may do (or will get) Y." The term you, in this paradigm, may refer to an individual student or a group of students. It is possible to reinforce the group as a whole for certain accomplishments. However, because of individual differences such as rate of progress through learning material, degree of motivation, and the kind of reward that is reinforcing in any particular situation, it is easier and more desirable to establish individual contracts with students.

This, of course, implies a need for the preparation of individual task assignments. The important thing is to establish contracts with specifiable amounts of work for each student, to determine their success in completing these assignments, and to reinforce their successful completion by some appropriate reward. Exactly what rewards are used depends a great deal on the teacher's observation of the student. It is crucial that (a) the amount of work required and the criteria of its completion be specified, (b) the amount of reinforcement be specified, and (c) there be some clear indication of the beginning and end of tasks as well as of reinforcers.

The RE Area. One way of emphasizing the separation of the task from the reinforcement is to assign a place for task events, and another place for reinforcing events. When this is done, it is customary to refer to the area in which the reinforcements are given as a "reinforcing event area" or, more simply, the RE Area. Whether it is essential to have the RE Area geographically separated from the Task Area is not known at the present time. It should be added that contracting with each student on an individual basis is much easier than it sounds.

An RE Menu. For technical as well as practical reasons, it is convenient and efficient to have a "Reinforcing Event Menu" which lists a wide variety of available events that reinforce the students in the group. The student may be allowed to choose from the menu before his task is begun or upon completion of each task. The RE menu may be updated in accordance with the student's suggestions.

Progress Checks. Progress checks are perhaps the single most important and valuable component of the contingency contracting system. First, they provide the teacher with clear indicators of the student's completion of a task assignment; if the student cannot pass the progress test, he has not yet completed his part of the contract. Second, progress checks indicate to the student when his task is finished. Third, and perhaps most important, passing a progress check leads to immediate desirable consequences. By being associated with reinforcement, the knowledge of having been correct and having successfully passed a milestone in the instructional process becomes reinforcing in itself.

Types of Contingency Contracting. Positive contingency contracts may be of three basic types, depending on whether the terms of the contract are determined by a manager, the student himself, or, in a number of transitional possibilities, by both of these.

Level One: Manager-Controlled Contracting

In the manager-controlled contracting system, the procedural steps are as follows:

Step 1. The manager determines the amount of reinforcement to be given.

Step 2. The manager determines the amount of task to be required.

Step 3. The manager presents this contract to the student.

Step 4. The student accepts the contract and performs the task.

Step 5. The manager delivers the reward.

In the student-controlled contracting situation, the procedure is similar to the one described above. The difference is that the student replaces the manager. The student himself determines the amount of the reinforcement and the amount of the task, agrees to his own contract, performs the task, and delivers the reinforcement to himself. In transitional contracts, both the manager and the student are involved in determining the terms of the contract.

The ultimate goal of contingency contracting can now be redefined as getting the student ready to both establish and fulfill his own contracts, and to reinforce himself for doing so. Having had such practice in self-determination, the student becomes ready to take over full control and determine for himself the amounts of both reinforcements and tasks. Through these transitional procedures, we arrive at a point where the student is capable of making his own contracts, determining his own tasks, and determining his own reinforcements. At this stage, it is expected that the individual can maintain motivational independence by using contingency management as a procedure for systematic self-management.

Recognizing Malfunctions

A student fails in the classroom because the motivational system fails, not because the student is "stupid" or "bad." The teacher should note how each student is responding to the contingency contracting system. When one or more of the following symptoms is observed, the contract should be revised or altered.

1. Unfinished assignments
2. Complaining
3. Excessive dawdling
4. Talking and wasting time
5. Looking at the clock excessively
6. Inattention to instructions or details
7. Failure to pass more than two progress checks on one subject area

Students exhibiting any of the above-listed behaviors probably require special attention, and their contracts should be adjusted.

Methods of Remedying Malfunctions: Revising the Contract

There are two ways of revising the contract--it can be lengthened or shortened, depending on the teacher's diagnosis of its malfunction.

Lengthening the Contract. When the student finishes all of his tasks before the expected time, the contract is probably too short. The student should receive the full benefit of the extra free time as a reinforcement for finishing his contract, but on the next day the contract may be lengthened by adding more tasks and REs. The student should be made to feel that this is reinforcing and that he has achieved a new status.

Of course, the same effect can be achieved by making the tasks within the contract more difficult, as by adding more tasks on the same level.

Shortening the Contract. When the student consistently fails to finish his contract for the day in the allotted time, the contract should be shortened. Tasks should be gradually and systematically deleted from each of the subject areas. Or the tasks within the contract can be simplified.

If this system is not successful, the teacher is probably not using the REs most appealing to that particular student. The situation then should be re-examined, and REs should be introduced that will motivate the student to finish his contract in the allotted time.

The above information has been taken from the book, How to Use Contingency Contracting in the Classroom, by Lloyd Homme, Research Press, Post Office Box 2459, Station A, Champaign, Illinois, 61820; 1970.

Other suggested references:

Modifying Classroom Behavior, by Nancy Buckley and Hill M. Walker, Champaign, Illinois, 61820; 1970.

Student Motivation and Classroom Management, by John Neisworth, Stanley Deno, Joseph Jenkins; Behavior Techniques, Inc., Post Office Box 335, Newark, Delaware, 19711; 1969.

The Analysis of Human Operant Behavior, by Ellen P. Reese; William C. Brown Company, Publishers, Dubuque, Iowa; 1966.

SAMPLE CONTRACT

Attendance Record for ______________________

Day ____________________

Date ____________________

I understand that I have skipped and been late to my classes so often that I should be receiving a first referral. This would mean that my parents would receive a letter about my problem.

I would like to take charge of my behavior now! Therefore, I propose to get the signature of each of my teachers of classes where I have attendance problems. I will get these signatures on this record sheet each day to indicate that I have neither skipped nor been tardy to these classes. If I fail to get this sheet completed and present it to my family group and/or my family leader, or if I get one bad report about my attendance, I understand that a first referral will be made for the class or classes in question.

Signed: ______________________________

Date: ______________________________

Class	Comment	Initial
1st hour		
2nd hour		
3rd hour		
4th hour		
5th hour		
6th hour		

This report looks good and is accepted because it shows that this person is taking positive control of his/her behavior.

____
Family Leader Signature

This report is not acceptable. A second referral will be made.

____
Family Leader Signature

AMERICAN HISTORY

Read the following and be ready to answer the questions.

A value is an ideal. Values are beliefs in the idealized ways of living and activity. Because values are beliefs, they serve to inspire the members of the society in the approved ways. Basic values are ideal pictures, and they provide a means of judging the quality of actual behavior.

How can one decide if an idea or thought is a value?

1. The extensiveness of the value is important. How much of the total population embraces the value? (How many people believe in success through hard work?)
2. Duration of the value is another criterion. Has it persisted over a long period of time? (How long has the idea of freedom lasted in the United States?)
3. The intensity with which the value is sought or maintained by the population. (How strongly do you feel about making an excellent salary in your later years?)
4. The prestige of the value carries. (How many important people in America believe in free enterprise?)

GROUP DISCUSSION QUESTIONS

1. Where do we, as Americans, get these values? List all possible sources.
2. Where do these sources (question 1) get their values?
3. Which sources seem to be most powerful?
4. To what degree do we accept these values without really thinking about them?

GUIDE SHEET FOR DISCUSSION OF "VALUES"

Terms that may need to be defined:

1. ideal - perfection of a kind (as opposed to actual or what exists)
2. institution - significant practice, relationship or organization in a society or culture.
3. determinism - doctrine that acts of the will, occurrences in nature, or social or psychological phenomena are determined by previous causes.

I. Where do we, as Americans, get these values. Mention all possible sources.

(a) Family
Home
Church
Government
Political parties
Media
Organizations

Institutions

(b) What values do we get from the above institutions?

II. Where do these sources get their values?
Emphasize tradition and continuity - continuous tradition

III. Open ----- home?

IV. Define determinism - does this apply.

Concept - Values are beliefs that are transmitted through institutions; they are accepted and are continuous in tradition.

Assumptions:

1. Values are transmitted by institutions
2. Values shape our out looks.
3. We are seldom aware of values for we are too close to them.
4. We may examine values to understand problems which may come.
5. Everyone does not act according to values.
6. Values may conflict. (Freedom vs success)
7. All values may not be virtues.

Illustrate by example 3 of the following assumptions about values. (6)

1. Values are transmitted by institutions.
2. Values shape our outlooks.
3. Everyone does not act according to his values.
4. Values may conflict.
5. All values may not be virtues.
6. Some values are discarded, some remain and some are changed.

What assumptions about values can you make about the following? (6)

1. The building of a new ice arena is proposed. This will destroy three acres of swampland. Some citizens oppose the building as they feel this will upset the ecology.

2. It's the aftermath of a tornado. Looters appear on the scene. Investigation by the police reveals that the looters live in the area which was partially destroyed.

3. In order to advance to a better job in a business, a man gives a bad report on another man who is competing with him for the same job.

Name________________
Class Period______

WHERE ARE YOUR PRIORITIES?

Below are listed twenty items, things which people value in their lives. Consider them carefully. Then arrange them in the order of importance to you. Simply number them (from 1 to 20) as you rank them in importance, the most important being number one (1). Use the spaces provided for your numbers. Think!

1. Leisure _______
2. Work _______
3. Money _______
4. Family _______
5. Material Possessions _______
6. Friends _______
7. Privacy _______
8. Responsibility _______
9. Home _______
10. Church and/or religion _______
11. Independence, individualism _______
12. Country _______
13. Education _______
14. Peace _______
15. Law and Order _______
16. Racial equality _______
17. Health _______
18. Security _______
19. Peace of Mind _______
20. Popularity _______

American History

Unit: Colonial Era

Objectives: By the end of the unit the student should be aware that:

1. The discovery and exploration of the new world was a result of old world developments.
2. As a result of discovery and exploration, culture was diffused and assimilated.
3. Early American values influence our society today.
4. There are differing opinions of how colonists became Americans.

Terms to be defined:

1. culture
2. society
3. civilization
4. assimilation
5. diffusion
6. Renaissance
7. nation state
8. feudalism
9. commercial revolution

Assigned reading:

American History - Review Text, Chapter 1., Discovering American History, PP. 2-16, 25-35, 40-49, 50-55.

Movie: The Crusades

Study Questions: To be written out. Due date, Monday, Oct. 18.

1. How was the discovery and exploration of the new world the result of old world developments? (Am. Hist. Review Text)
2. Answer questions 1 and 4, page 13 in Discovering American History.
3. Answer questions 1, 3, 4, page 17.
4. Answer questions 5, page 36.
5. Answer questions 1-5, page 50.
6. Answer questions in concluding exercise, page 55.

General Questions for Group Discussion:

1. Compare present views of the unknown with 12th and 13th century ideas of the unknown.

2. Why did the English predominate over the Spainish and French in colonizing North America?

3. From the assigned reading and the definitions given for culture and society, answer the following question:

   Do we today have an American culture? Do we have an American society? Can different cultures exist within one society?

Diffusion

Our solid American citizen awakens in a bed built on a pattern which originated in the Near East but which was modified in Northern Europe before it was transmitted to America. He throws back covers made from cotton, domesticated in India, or linen domesticated in the Near East, or wool from sheep, also domesticated in the Near East, or silk, the use of which was discovered in China. All of these materials have been spun and woven by processes invented in the Near East. He slips into his moccasins, invented by the Indians of the Eastern woodlands, and goes to the bathroom, whose fixtures are a mixture of European and American inventions, both of recent date. He takes off his pajamas, a garment invented in India, and washes with soap invented by the ancient Gauls. He then shaves, a masochistic rite which seems to have been derived from either Sumer or ancient Egypt.

Returning to the bedroom he removes his clothes from a chair of southern European type and proceeds to dress. He puts on garments whose form originally derived from the skin clothing of the nomads of the Asiatic steppes, puts on shoes made from skins tanned by a process invented in ancient Egypt and cut to a pattern derived from the classical civilizations of the Mediterranean and ties around his neck a strip of bright-colored cloth which is a vestigial survival of the shoulder shawls worn by the seventeenth-century Croations. Before going out for breakfast he glances through the window, made of glass invented in Egypt and if it is raining puts on overshoes made of rubber discovered by the Central American Indians and takes an umbrella, invented in southeastern Asia. Upon his head he puts a hat made of felt, a material invented in the Asiatic steppes.

On his way to breakfast he stops to buy a paper, paying for it with coins, an ancient Lydian invention. At the restaurant a whole new series of borrowed elements confronts him. His plate is made of a form of pottery invented in China. His knife is of steel, an alloy first made in southern India, his fork a medieval Iranian invention, and his spoon a derivative of a Roman original. He begins breakfast with an orange, from the eastern Mediterranean, a cantaloupe from Persia, or perhaps a piece of African watermelon. With this he has coffee, and Abyssinian plant, with cream and sugar. Both the domestication of cows and the idea of milking them originated in the Near East, while sugar was first made in India. After his fruit and first coffee he goes on to waffles, cakes made by a Scandinavian technique from wheat domesticated in Asia Minor. Over these he pours maple syrup,invented by the Indians of the Eastern woodlands. As a side dish he may have strips of the flesh of an animal domesticated in Eastern Asia which have been salted and smoked by a process developed in northern Europe.

When our friend has finished eating he settles back to smoke, an American Indian habit, consuming a plant domesticated in Brazil in either a pipe, derived from the Indians of Virginia, or a cigarette, derived from Mexico. If he is hardy enough he may even attempt a cigar, transmitted to us from the Antilles by way of Spain. While smoking he reads the news of the day imprinted in characters invented by the ancient Semites upon a material invented in China by a process invented in Germany. As he absorbs the accounts of foreign troubles he will, if he is a good conservative citizen, thank a Hebrew diety in an Indo-European language that he is 100 per cent American.

Ralph Linton, The Study of Man.

Colonial Life
Work Sheet

Terms to define:
indentured servant
head-right system
quit rent
triangular trade
suffrage

Questions:

1. Why did colonial population grow rapidly?
2. What three main social classes developed?
3. What determined the kinds of houses people lived in?
4. What effect did the frontier have in helping to develop a democratic society? How did life on the frontier differ from life on the coast?
5. How did agriculture differ from one group of colonies to another?
6. In what ways other then agriculture did people make a living?
7. What manufactured goods were made in the colonies?
8. Describe the "triangular trade".
9. Why was it difficult for the colonies to carry on commerce?
10. From what source did the colonial governments take their ideas and organizations? What did all colonial governments have in common?
11. Who could vote?
12. What provisions for education were made in the colonies? What were the purposes of colonial education?
13. Who were the important colonial writers? On what subjects did they write?
14. What was the importance of the Zenger trial?
15. How did the colonists provide for amusement & recreation?

Value Systems and Philosophical Attitudes

Puritan 1600-1675	Englightenment 1750-1800
GOD	GOD
My God is a stern, Old Testament God, an absolute sovereign, omnipotent and omniscent, who rules His universe, which He created.	My God is a skilled watchmaker who created a magnificent watch, my universe, but who is indifferent to His creation.
Origin: Adam and Eve, my ancestors, committed original sin.	Origin: I was created by God with the wonderful power of reason.
Purpose: I must glorify God	Purpose: I must use my reason to live in harmony with nature.
Destiny: God predestined (elected) me to heaven or hell	Destiny: I am uncertain about life hereafter; I am concerned with progress on this earth.
Self-Image	Self-Image
Real: Born evil, I am a totally depraved sinner because of the fall of Adam and Eve.	Real: I am merely one cog in the watchlike universe-but an atom of self-interest.
Social: I must try to show signs of my election by leading a strictly pious life according to the dictates of my church and conscience.	Social: I want others to think of me as a rational, moral, hard-working individual.
Ideal: I will show evidence of my election if I make a spiritual and material success of my life.	Ideal: I will use my reason to improve myself intellectually, morally, and materially.
Environment	Environment
Man: I want self-government and theocracy. I want the opportunity for social mobility.	Man: God gave me natural rights. I must create a government in harmony with natural law. This government will garantee my natural rights and will be led by a natural aristocracy.
Physical Environment: My physical environment is a hostile wilderness whose challenges I must meet with hard work, whatever holy calling God calls me to. I want the opportunity to acquire private property.	Physical Environment: To live in harmony with natural law I must investigate the laws of the physical universe and apply them for the advancement of my material life.

Name ________________

Unit Test - American Values

Hour ________________

Choose the correct numbered answer:

_____ 1. An important result of the Crusades was (1) European colonies in India (2) spread of Moslem religion in Spain (3) diffusion of culture (4) rise of importance of the middle class.

_____ 2. In the 14th and 15th centuries Europeans tried to find a water route to Asia in order to (1) break Italian trade monopoly (2) increase progress of agriculture (3) add new territory to their empires (4) take surplus population to Asia.

_____ 3. Which of these countries had an empire in the Americas before a permanent colony had been established by any of others? (1) Spain (2) France (3) England (4) Holland

_____ 4. In which of these occupations were the English colonists superior to the French? (1) Indian traders (2) Farmers (3) Missionaries (4) Explorers

_____ 5. Most of the people who came to America during the colonial period came for which types of reasons? (1) Economic (2) Political (3) Cultural (4) Religious

_____ 6. What was the most important reason why there were no large plantations in the New England colonies? (1) Slavery was not allowed there (2) Most people lived in towns (3) People preferred to trade (4) Soil and climate

_____ 7. In which of the following was public education most firmly established in the colonial period? (1) Massachusetts (2) New York (3) Virginia (4) Maryland

_____ 8. In colonial times, the so called "triangular trade" involved commerce in (1) sugar and molasses with West Indies (2) silks and spices with China (3) gold and silver with Central America (4) furs and lumber with Canada

_____ 9. Early colonists who worked for a number of years for their passage to America were called (1) slaves (2) patrons (3) indentured servants (4) sharecroppers

_____ 10. Which of these was not considered the right of all colonists? (1) Right to bear arms (2) Free speech (3) Trial by jury (4) Right to vote

_____ 11. Colonial New England received much of its wealth from (1) cotton manufacturing (2) Steel making (3) Shipping (4) Leather goods

_____ 12. The middle colonies were nicknamed (1) Sewer of America (2) Slave states (3) Land of Sky Blue Waters (4) Bread basket of Colonies

True-False Please use + or 0

_____ 1. Spain had a large empire in America before French colonization began.

_____ 2. Merchants were one of the major groups in early Middle Ages.

_____ 3. Religious discontent stimulated settlement in the New World.

_____ 4. Religion was the main reason for colonization in America.

_____ 5. The Puritans in New England practiced religious toleration.

_____ 6. Smuggling was practiced by Colonial merchants and seamen.

_____ 7. The Zenger Trial involved freedom of speech.

_____ 8. Colonial democratic practices had their origins in English rights and privileges.

_____ 9. Puritans believed that a man could be saved by doing good deeds and living a good life.

_____ 10. The first English colonies were founded by the English government.

_____ 11. Social class distinction was less on the frontier than in the cities.

_____ 12. Tobacco was the principal export of the Southern colonies.

_____ 13. Most colonial people made their living by farming.

_____ 14. Nearly all colonial writing consisted of romantic fiction and poetry.

Discussion: (10) Using the definition of culture in your notebooks, answer this question. "Do we have an American Culture?" Why or Why not?

Unit: American Values

This unit was designed to start students thinking about their personal values as well as American values. Materials included in the packet were gathered and developed by a number of social studies teachers at Kellogg High School. Dittoed current readings from newspapers and magazines are used each year to illustrate assumptions about values.

Goals:

1. The discovery and exploration of the new world was a result of old world developments.
2. As a result of discovery and exploration, culture was diffused and assimilated.
3. Early American values influence our society today.
4. There are differing opinions of how colonists became Americans.

Objectives:

1. To gather data from primary sources, questionnaires and texts.
2. To make generalizations from collected data.
3. To understand multiple causation of events in history.

1. UNIT TOPIC: PRISONS - Punisher or Change Agent?

2. OBJECTIVE: At the end of this unit you will be able to state your views about the function or job of prisons, and design a model prison which illustrates your views.

3. INSTRUCTIONS:
    1. Take the pre-test which is Part 1 of this unit.
    2. Since the unit is based on attitude development, all students will be asked to proceed to the learning activities which are Part 2 of the unit.
    3. After all the learning activities have been completed, take the post-test.
    4. Present your finished work to your teacher for evaluation and credit.

I. PRE-TEST

1. Open the Future Learning Map, found in the materials folder, to Activity.
2. Look over the information for Prison Model A, B and C carefully.
3. Evaluate statements 1 thru 12 in the Opposing Viewpoints Column, choosing the number on the continuum which closely identifies your evaluation of each statement's degree of truth or falsehood.
4. Record your responses on the answer sheet provided.
5. Move on to the Larning Activities in Part 2.

II. LEARNING ACTIVITIES

1. Look carefully at the cartoon that follows the Future Learning Map in the materials folder. Write a paragraph explaining in detail what you think the cartoon means.
2. Read one or more of the following articles which describe the function or job of prisons. All the articles are in the materials folder.
    - a. "Criminals Should be Cured, Not Caged", Time Essay.
    - b. "Programmed People" , The Outlaw, Journal of the Progressive Unio
    - c. "A Long Somber History", David Giel, St. Paul Dispatch & Pioneer Press.
    - d. "The Road Back - Where?", Robert Ostermann, Crime and Juvenile Delinquency.
    - e. "Trial by Ordeal", a case study. Caryl Chessman, Crime and Juvenile Delinquency.
3. View the film, "Men in Cages". (Available through Correctional Services of Minnesota).
4. Examine Activity 4 in the Future Planning Map, a case study. Follow the instructions. Write a summary of the reasons for the alternative you choose as warden of the prison.

Now that you are finished with the learning activities, take the following post-test.

III. POST-TEST

1. Using a second answer sheet, go through the Opposing Viewpoints Column again, re-evaluating your position in the light of the learning activities you have just completed.
2. Summarize or list your views about the function or job of prisons. Be sure to think in terms of these needs:
    - a. size and structure of prisons
    - b. vocational training
    - c. punishment
    - d. staffing
    - e. psychological needs
    - f. sexual needs

2.
3.

POST-TEST CONTINUED:

3. From your list, design a model prison that does the job you describe. Use diagrams, make floor plans, and describe programs or experiences that you think prisons should have. Models A,B,C, of the Future Planning Map might be helpful.

Hudak Soc. Studies
Name ____________________

Answer Sheet for Opposing Viewpoints Column

Choose the number on the continuum which most closely identifies your opinion about each statement's degree of truth or falsehood.

1. To protect society future prisons must more closely resemble Model A than B or C.

+ 5 4 3 2 1 0 1 2 3 4 5 -
Completely True   Partially True   Partially False   Completely False

2. All prisons should be abolished and society should find alternative ways to treat criminals.

+ 5 4 3 2 1 0 1 2 3 4 5 -
Completely True   Partially True   Partially False   Complately False

3. Prison A would protect society from criminals better than prison B.

+ 5 4 3 2 1 0 1 2 3 4 5 -
Completely True   Partially True   Partially False   Completely False

4. Prisons endanger society. Most inmates eventually get out of prison and are more alienated and dangerous than when they entered.

+ 5 4 3 2 1 0 1 2 3 4 5 -
Completely True   Partially True   Partially False   Completely False

5. Prisons deter or discourage people from committing crime.

+ 5 4 3 2 1 0 1 2 3 4 5 -
Completely True   Partially True   Partially False   Completely False

6. Most people would rather see a person who beat and robbed them sent to prison A rather than prison B.

+ 5 4 3 2 1 0 1 2 3 4 5 -
Completely True   Partially True   Partially False   Completely False

7. Most people would rather be sent to prison B if they were convicted of a crim

+ 5 4 3 2 1 0 1 2 3 4 5 -
Completely True   Partially True   Partially False   Completely False

8. Punishment must always be part of a good prison rehabilitation program.

+ 5 4 3 2 1 0 1 2 3 4 5 -
Completely True Partially True Partially False Completely False

9. Conjugal visits should be permitted for married and single inmates in all prisons.

+ 5 4 3 2 1 0 1 2 3 4 5 -
Completely True Partially True Partially False Completely False

10. Prison A would more effectively rehabilitate inmates than prison B.

+ 5 4 3 2 1 0 1 2 3 4 5 -
Completely True Partially True Partially False Completely False

11. Prisons have generally failed to rehabilitate. Most inmates return to crime shortly after their release.

+ 5 4 3 2 1 0 1 2 3 4 5 -
Completely True Partially True Partially False Completely False

12. Rehabilitation would be difficult in prison B because many inmates would escape before they could be helped.

+ 5 4 3 2 1 0 1 2 3 4 5 -
Completely True Partially True Partially False Completely False

When you have finished your evaluation of the 3 prison models, go back to the unit instructions for further directions.

Hudak Soc. Studies
Name ______________________

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+ 5 4 3 2 1 0 1 2 3 4 5 -

Completely True   Partially True   Partially False   Completely False

When you have finished your evaluation of the 3 prison models, go back to the unit instructions for further directions.

STUDENT-PARENT INVOLVEMENT STRATEGIES

STUDENT-PARENT INVOLVEMENT STRATEGIES

Introduction

"American children spend twice as much time with other children as they do with their parents. This age segregation compounded by the long hours American children spend watching television, produces increased alienation, indifference, antagonism, and violence on the part of the younger generation."[1]

This is further compounded by the school institution which favors passive learning in the traditional classroom. Because of this, schools further promote alienation.

To counteract this condition, Focus has developed several strategies to implement both student and parent involvement. Most disaffected students do not want to become involved in social activities within the school setting or with teachers on a social basis. Therefore our major emphasis is given to providing students, teachers and parents with socially meaningful roles.

Strategies for Socially Meaningful Roles for Students

1. FAMILY

The Family utilizes the peer group to encourage positive youth development. In Family the peer group's influence is guided to deal with the problems causing student disaffection. Helping a young person with problems requires that he develop feelings of self-worth, of significance, of importance and closeness to others, of dignity, and of desire to help others. These experiences include opportunities and challenges to be of service to others and to positively express group approval for being of service. It includes examination of one's own behavior in relation to the reaction of others in an atmosphere where group intent is to help and not to hurt. By directing the influence of group peers, the skillful group leader is able to help a given youngster deal with his/her problems.

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[1] Dr. Urie Bronfenbrenner as quoted in Parade, May 28, 1972, page 21.

2. WORK EXPERIENCE

The work experience program in Focus plays a unique roll. The major goal of work experience is to develop the basic skills and attitudes necessary for employability. The Focus teacher-coordinator uses work experience as the bridge between school and work. The work experience job placement is seen for those students who are making progress in the Focus program as a method of gaining a meaningful role in the world of work.

3. STUDENT GOVERNMENT BOARD

Focus has a leadership board which is composed of students selected by their peers for their leadership, commitment to others and the program, and good judgment in most matters. The board meets for the purpose of making recommendations and decisions about various aspects of the Focus program. The board resembles student council in a way, but deals with a larger variety of concerns and has more power.

4. INDIVIDUALIZATION

Individualization is very important in Focus. It is not simply a curriculum tool, it is a philosophy of how to treat people. It extends beyond the typical individualized curriculum to include ways of dealing with all aspects of a student's needs. School failure is a cause for behavior problems, feelings of worthlessness, and low self-concept. As much as possible in Focus, we treat kids in a way to add to their feelings of success and self-worth. Because we deal with the individual's total life as well as school work, individual consideration extends to matters such as time structure, discipline, rewards, attention giving, confrontation and problem resolution.

5. STUDENT INPUT ON CURRICULUM AND MATERIALS

Student evaluation of curriculum and materials can be beneficial to both teacher and student. A teacher can gain insight as to which materials are effective in the learning process. The student has a feeling of worth because he/she has had a part in determining what is learned.

6. SOCIAL INVOLVEMENT

Education is often divided into two areas: task orientation and group maintenance. In most traditional schools the emphasis is on task orientation and group maintenance has been neglected. In Focus we have found that with disaffected students, group maintenance is a necessary device to be used in order for any task to be completed.

To facilitate this it is necessary for teachers and students to have social activities outside the school setting. This allows two major things to occur:

1. Student and teacher can see each other in a different role.
2. A different perspective allows them to operate and cooperate more fully in classroom tasks.

Some examples of group maintenance activities are:

a. Field trips to mutually agreed upon sites

b. Picnics at lunch time

c. Camping trips

d. Ski trips

e. Volleyball and softball games

f. Going out for breakfast

g. Bowling

7. STUDENT INVOLVEMENT IN FOCUS PROGRAM

The main rationale for having student involvement is based on the fact that during adolescence the peer group is probably the most powerful single influence on a youngster's behavior. Peer group influence may be used in a positive way which benefits both the student and the program. During the past three years Focus students have:

a. Tutored other students

b. Guided visitors visiting the program

c. Represented their programs when visiting other schools

d. Participated in interviewing prospective students and staff

e. Served on the District Advisory Council

8. PARENT INVOLVEMENT

Since Focus is concerned with the development of the whole person, it has to take a special interest in the student's parents because they are such an important part of his/her life. When a student is selected to participate in the Focus program the parents are contacted to explain the program and to gain their agreement for their son/daughter to participate in the program. The Focus staff communicates as frequently as possible with parents through telephone conversations and individual and group meetings. Parents can expect the Focus staff to maintain close communication with them and to respond to the concerns they may have about their children. The Focus staff is trained to assist with family counseling, problem solving, and referral service when necessary. Most parents of Focus students feel Focus is effective in bringing about positive attitudinal and behavioral changes in their children.

PUBLIC RELATIONS

Package F-1 ____________

PUBLIC RELATIONS

To insure the success of the Focus program, we have sought to establish good relationships with administrators, school board members, counselors, other staff members, parents, custodial and clerical people and community leaders. Also, because we deal with disaffected youth, we felt it was important to establish relationships with police, probation officers and court personnel. The following description of the implementation of a Focus Program at Kellogg High School will illustrate how we developed these relationships.

Three years ago, two of the present Kellogg Focus staff taught in the Roseville Youth Development Project Recovery Program, a night school designed for high school dropouts. Since several students were also dropouts from Kellogg, we discussed the need for a school-within-a-school that could meet the needs of these disaffected youth.

A meeting with administrators followed. In this case, the administrator, our Kellogg High School Principal, was interested in such a program and agreed to present the proposal to the District Administrators. In preparation for this presentation a needs assessment was developed and carried out to determine the extent of the student population within the school who needed a program, the areas of failure they were encountering and the reasons for their failure (refer to Needs Assessment Materials).

The next step was to present the data to the faculty council, who discussed the proposal and decided that the entire faculty should be presented with the issue. Following this presentation, the faculty discussed the program and voted to approve its initiation. Our faculty was willing to approve this program with the understanding that one regular staff member from each of the three departments would be leaving to serve full time in this program, leaving a somewhat larger class load in these areas.

With the approval of administration and faculty, we moved to involve the community by implementing an Area Task Force which was and is composed of students, teachers, counselors, administrators, business and professional people, parents, clergymen and law enforcement personnel. The original function of the task force was to carry out a needs assessment program, evaluate the assessment, and take action to implement the needed program by helping write goals and objectives. The Task Force is continuing their involvement by acting as a source of feedback to the program, providing a genuine link to the community in which the students live and a means by which new ideas may be introduced and evaluated.

Out of the Needs Assessment and with much help from the Guidance Department, methods of identifying and selecting prospective Focus students were developed. These young people were interviewed in the spring before school was out to participate in the program the following year. The program was explained to them and they were allowed to choose whether or not they wanted to participate.

Meetings were held with the Custodial staff and the Administration to determine the space necessary as well as any construction within the space which would be desirable. Good relationships with the custodial personnel can be extremely valuable.

In September, 1972, our Focus staff, approximately 75 students, one Group Counselor and one teacher's aide began our "school-within-a-school."

Since that time we have had at least one inservice meeting each year with the school faculty and administrators to answer questions, ask for help and share our evaluations with them. Our staff members serve on other school committees -- one is a coach, and all of us spend some time supervising extracurricular activities.

The Focus program has been featured in the School newspaper and School magazine to inform other students about what we are doing. Students in journalism and sophomore English are given an option of coming into the Focus program to interview staff and students and share that information with their classes. Other staff members have been invited and have come to visit the program during their free hours. This is another source of feedback which is beneficial to us and to the program.

Probably the best suggestion for ongoing public relations to help insure a successful program is to make an effort to mingle and socialize with the rest of the staff, custodians and clerical personnel. Sharing information with these people can be very important to the success of the program.

COMMUNITY RESOURCES INFORMATION

Package G-1 ______

COMMUNITY RESOURCES INFORMATION

To our knowledge no agency has as much potential to effectively serve the needs of disaffected students as does the school-within-a-school program. With the consent of parents and students, student needs can be accurately diagnosed, considerable staff-student involvement can be maintained, unusual and special needs can be identified, community resources can be studied and coordinated, agency to agency relations can be established, appropriate referrals can be made on an ongoing past-experience basis. By becoming a cooperating, efficiently functioning unit ourselves we have discovered that we can in return actually serve the purposes of other agencies, particularly the Department of Corrections. In this way services in general that are offered to adolescents are made more effective.

Interagency competition and/or disparagement is directly in opposition to our desire to serve young people. Most agencies offer special kinds of services and can do a fine job with the appropriate kind of individual. In most cases a referral that turns out to be inappropriate occurs because the needs of the adolescent were improperly assessed and not because an agency failed. We make agencies effective by making appropriate referrals, providing reliable and accurate information and by providing massive doses of support for their work.

Community Involvement

A program like ours survives only with the support of the community. Students' parents, parent groups, local businesses, churches and community organizations have the potential to provide many youth services. They can provide directly or indirectly diverse things such as jobs, materials, temporary residences, lobbying efforts, support for projects, special activities, coffee houses, recreational facilities, ombudsmen, etc. A Focus program has an opportunity here to activate many potential energies of a community in the interests of serving youth.

We sought to involve the community in our project from the beginning. Our main vehicle for doing this was the Task Force which was made up of community leaders in business, church, politics, corrections and education. This involvement strategy, that proved so valuable to us, will be explained more fully in the Public Relations materials.

State, County and Local Corrections Departments

Courts, police, probation officers and institutions for incarceration are viewed with fear by many people. We have learned that our greatest assistance has come from cooperating and working with these agencies. Each member of our staff is a Voluntary Probation Officer who often accompanies and represents in court the students who are in trouble with the law. In this way, we have been able to recommend what we feel to be the most desirable disposition of each case. The judges have been very positive toward our recommendations.

Our involvement with the courts gives us access to extraordinary possibilities for youth such as the "outward bound" experiences at Thistledew Forestry Camps. The interest and aptitude assessment and training opportunity offered by the Minnesota Division of Vocational Rehabilitation is another possibility. We discover more and more of these special options available to disaffected youth through our continued work with the court system.

Regular probation officers find it convenient to come to the school to confer with both probationees and teachers. We feel that we can deal more effectively with the student and his/her problem when we have all the information and cooperation that these conferences produce.

In the event that a student is incarcerated in an institution such as Boys Totem Town, we communicate with the officials in charge so that the student may continue his/her education in our program following release. A member of the staff also visits the student at the institution.

Welfare

The Ramsey County Welfare Department makes available a variety of services for young people who need help. Some of our students need a permanent or temporary place to live. These students can be placed in group homes supported by Welfare. The Department also assigns social workers to counsel and guide unwed mothers who need help. Some other services offered are family counseling, mental health and drug counseling and treatment. The St. Paul Public Health Center offers medical testing and services. The Welfare Department is an excellent source of information regarding existing programs that can be helpful to young people.

Private Agencies

Almost all private agencies depend to an extent on public agency referrals and public resources. This insures that public agencies such as the Court system and Welfare will have at least some information about most of the private agency offerings. Unfortunately, this interrelationship cannot insure the quality of a particular agency's care or the appropriateness of a referral to that agency.

In searching for an agency to meet the needs of an individual, a good first step is to contact Welfare and to describe to them the needs and the desired treatment. Welfare can then tell you what is available and how to proceed. It is good policy to collect and file as much information as possible from the treatment agencies and from other case workers and probation officers for future reference. The client can then have an opportunity to view the available options with your recommendations. He/she should then be able to choose the agency best suited to his/her needs.

It is important to build relationships with key people within the agencies to make the referral process work faster and more efficiently. This is particularly true with very large agencies such as corrections and welfare.

We also use many private agency services. The Wilder Foundation Clinic does diagnostic testing, and offers individual and family counseling. Alcoholics Anonymous, Alateen and Alanon are very helpful for alcoholics and/or their family. Friendship Hall of the Union Gospel Mission offers individual and group counseling. Arlington House is a supervised activity centered group home. Jamestown and New Connections offer a group home atmosphere for young people who are having serious problems with drugs and personal adjustment. McCrossan's Boys Ranch in Sioux Falls, South Dakota, offers a highly structured program for young people who haven't learned to control their behavior.

Private referral services, such as 24 hour phone hot lines and agencies that catalogue referral services, can offer direct and indirect aid to students (please see the Y.E.S. brochure in the appendix).

In conclusion, we would like to reiterate some important points. Be supportive of other agencies--find key people to facilitate referrals--give students a chance to choose knowledgeably the services which they will use.

clinics offering only V.D. testing & treatment:
The Red Door-525 Park Av. S., Mpls., walk-in M-F noon-5, 348-6300
St. Paul V.D. Clinic-555 Cedar St., call for appt. M,T,W,F 8-4:30, TH noon-7:30, 227-7741 ext. 71

clinics offering birth control & pregnancy tests only:
Planned Parenthood-call for appt. M-F 8-4
803 Hennepin Av., Mpls., 336-8931
408 St. Peter St., St. Paul, 224-1361
St. Paul Bureau of Health-call for appt. M-F 8-4:30, 227-7741

clinics offering birth control only:
Mpls. Public Health-call for appt. M-F 8-4:30, 348-2782, for Mpls. residents only
Ramsey Hospital-640 Jackson St., St. Paul, call for appt. M-F 8-4, 222-4260 ext. 642

pregnancy tests only:
Seton Residence-355 Marshall Av., St. Paul, call for appt. M-F 8:30-7pm, 224-4805

PREGNANCY

Call YES if you want to talk over your alternatives & get referrals to different kinds of help. For abortion counseling & referral to out-of-state, legal abortions call:
Womens Counseling Service-621 W. Lake St., Mpls., M & W 6pm-9, T & TH noon-6pm, 827-3819
Abortion Counseling Service-549 Turnpike Rd., Golden Valley, M-F noon-4:30 & T,W,TH 7pm-9:30, 545-8085
Planned Parenthood-M-F 9-4:30, in Mpls.-336-8931, in St. Paul-224-1361

DRAFT & MILITARY COUNSELING

Minnesota Draft Help-3104 16th Av. S., Mpls., M-Sat. 11am-5pm, 724-5824
Blue Door Counseling-for people in the military service who are having hassles 3104 16th Av. S., Mpls., M-Sat. 1pm-5pm, 722-9284

FREE SCHOOLS

Education Exploration Ctr.-has info. on all the free schools in the area, M-F 10-4, 722-6613

LEGAL HASSLES

Call YES if you get busted or need some legal advice. YES will put you in touch with a lawyer who will give you free legal advice and court representation based on your ability to pay-free if you have no bread.

****

Call YES if you want more information on these resources. We have many others not listed here-give us a call & we'll try to get you in touch with someone who can help with almost any kind of hassle. Also YES is more than a referral service-we're here to rap with you about anything, anytime.

****

If you want more copies of this sheet, call the YES office-339-0895, days.
A resource book listing over 300 youth & alternative services in the Twin Cities area is available for a $5 donation from the Youth Services Coalition-call 332-5475 M-F afternoons if you're interested.

SURVIVAL RESOURCES

by

Y.E.S.

339-7033

24 hour

phone counseling
and
referral

1973

fidential h[illegible]p & won't notify parents of people u[illegible]er 18.

PHONE COUNSELING & REFERRAL

YES-always open, 339-7033
Pooneil Corner-open every day 1pm-5am, 222-0728
Hotline-open every day 8pm-1am, 474-5935

COUNSELING CENTERS

Walk-In Counseling Ctr.-2421 Chicago Av. S., Mpls., walk-in M-TH 7pm-9:30
Womens Counseling Service-621 W. Lake St., Mpls., M&W 6pm-9, T&TH noon-6, 827-3819
Give & Take-5708 W. 36th St., St. Louis Park, M-F 10-3 & 7pm-10, 920-2535
Relate-Excelsior, 24 hr. answering service, 473-0227
Youth Resource Bureau-615 4th St., White Bear Lake, M-F 9-4:30 & M-TH 7pm-10pm, Sat. noon-4, 429-7733
Family Learning Ctr.-105 N. Forestview Lane, Plymouth, 24 hr., 545-8011
Face to Face Crisis Ctr.-882 E. Minnehaha, St. Paul, M-TH 7pm-10, F-Sn 7pm-2am, 772-2557
St. Paul-Ramsey Mental Health Ctr.-529 Jackson, M-F 9-4, 223-4606

DROP-IN CENTERS WITH SOME COUNSELING

Anomie-9th & LaSalle, Mpls. (basement of YMCA) T-TH 3-9, F&St 1-11, 332-2431 ext. 244
Home-1920 Pillsbury Av. S., Mpls., every day, 8pm-2am, 332-1704
Face to Face Crisis, Give & Take & the Youth Resource Bureau also have drop-in sessions-call for hours

GAY COUNSELING

Gay House-counseling, aid & social activities for gay people & counseling for those unsure of their sexual identity, 216 Ridgewood, Mpls. 333-6088

[illegible] COUNSELING & HOUSING

The Bridge-608 20th Av. S., Mpls. 24 hrs. 333-5401
Relate-for people from the Excelsior area, 24 hrs., 473-0227
Family Learning Ctr.-for people from the N. Mpls. suburbs, 24 hrs., 545-8011

DRUG & ALCOHOL

YES-24 hr. "trip" help, drug info. & counseling by phone, 339-7033
Help Now-24 hr. phone counseling & referral for problems with alcohol, 435-7669
Poison Control-24 hr. phone service by General Hospital giving emergency info. on drug effects, 348-7981
Pharm House I-walk-in "trip" help, drug info. & counseling, 1628 S. 5th St., Mpls., M-TH 10am-2am, weekends-24 hrs., 339-8104
The Castle-counseling, 2205 Park Av. S., Mpls., M-F 8:30-4:30, 339-1681 ext. 641
Catholic Welfare-counseling, 404 S. 8th St., Mpls., M-F 8-4, 333-6193
St. Paul Drug & Rehab. Ctr.-490 N. Dale, M-F 9am-8pm, 226-1015, counseling
415 Summit-counseling, 415 Summit, St. Paul, days & evenings, 224-4384
Be Here Now-drop-in center for people who've been into drugs & now want to stay away from all drugs & alcohol, 1630 Harmon, Mpls., daily 10am-11pm, 335-3396
Mpls. Public Health, Drug Abuse Center-250 S. 4th St., Mpls., M-F 8-4:30, 330-8027, they will analyze drugs, no hassle, no busts, confidential

Counseling and groups for parents who are worried about their kids use of drugs is available at The Pharm House, The Castle, Catholic Welfare & 415 Summit.

FREE MEDICAL CLINICS: offer[illegible]g general medical services, [illegible]th control, pregnancy tests, V.D. testing and treatment

Teenage Medical Clinic-for those under 18 only, 2425 Chicago Av. S., Mpls., M,W,F 10-noon, T,W,TH 7pm-8:30, call for appt. 335-6408
West Suburban Teen Clinic-for those under 20 only, 15320 Minnetonka Blvd., walk-in T 7pm-9, 933-5290
The Nucleus-11200 Mississippi Blvd. Coon Rapids, walk-in TH 6:30pm-9, 755-5300
Southside Medical Clinic-S. Mpls. residents only, 301 E. Lake, Mpls. M & TH 6pm-9, call first, 822-0440
N.I.P. Health Clinic-2617 Hennepin Av. S., Mpls., M&W 6:30pm-9, call first, 374-4089
Fremont Community Clinic-2507 Fremont Av. N., Mpls., walk-in T 6:30pm-9, 529-9267
Beltrami Health Clinic-for N.E. Mpls. residents only, 759 N.E. Pierce St. call first, M & TH 6:30pm-9, 331-1270
Cedar-Riverside Clinic-for Westbank residents only, 2000 Riverside, walk-in, M,T,TH 5:30-9, 332-4973

clinics offering only birth control, pregnancy tests, V.D. testing & treatment:

The Annex-for those under 20 only, 7301 Bass Lake Rd., Crystal, walk-in T 8pm-10, 544-6495
The Family Tree-1599 Selby Av., St. Paul, M&T 7pm-9, St. 1pm-3:30, call for appt. 645-0478
Face to Face Medical Clinic-882 E. Minnehaha, St. Paul, walk-in T & TH 5pm-8pm, 772-2557
Bloomington Public Health-10100 Morgan Av. S., Blmgtn., call for appt. M-F 8-4:30, 888-9988

EVALUATION

Package H-1 ______

EVALUATION

Unless we evaluate we have no way of knowing what has been accomplished. An extensive evaluation identifies program success and deficiencies and gives direction for program modifications and improvements.

Basically, evaluation must contain the following components:

1. A needs assessment to determine which skills and behavior need improving and changing (see needs assessment materials).
2. Measurable objectives established to meet these needs (see Focus goals and objectives materials).
3. Instruments to measure these objectives.
4. Timelines for implementing evaluation.
5. Tabulating of data and comparisons with baseline data.
6. Summaries of evaluation and implementation of strategies for the correction of any deficiencies.

The Focus program uses the following evaluation instruments and techniques.

1. Attendance Records
    - A. Tardies
    - B. Absences
2. Scholastic Records
    - A. Grades
    - B. Number of credits earned
3. Discipline referrals to school administration

4. School suspensions
5. Number of dropouts
6. Court Referrals
7. Ego strength scale of MMPI
8. Iowa Tests of Educational Development
9. Gates-MacGinitie Reading Test
10. Attitudinal Surveys
    - A. Students
        - (1) School Sentiment Index
        - (2) Self Appraisal Inventory
        - (3) Peer, Parent and Adult Relationship Inventory
    - B. Parents
        - (1) Attitude towards school
        - (2) Attitude towards children
    - C. Staff
        - (1) Attitude towards Focus program.

The first six categories above need no special device. The previous year's data must be obtained through existing school and court records. The post-data is a result of careful and complete record keeping in the Focus program. Samples of the Iowa Tests of Educational Development, Gates-MacGinitie Reading Test, and the complete MMPI may be obtained through normal testing channels established by individual school districts. The ego-strength scale of the MMPI (Inventory A) and the attitudinal surveys used in Focus evaluation are included in this package. A copy of the 1973-74 Focus evaluation and summary is also included. More information pertaining to the implementing and the designing of an evaluation procedure will be available to schools wishing to adopt a Focus type program.

APPENDIX

AN EVALUATION MODEL

1. Identification of Indicators of Goal Achievement
    a. Observations and Rating Scales
    b. Questionnaires -- Surveys
    c. Locally Constructed Tests
    d. School Records (e.g. attendance)
    e. Standardized Tests
    f. Social Indicators -- Unobtrusive Measures

2. Collection of Data

3. Report of Data, Conclusions, and Recommendations

The general goals which our Evaluation System will seek to achieve are:

(1) Provide information for decision making concerning program improvement and resource allocation

(2) Provide increased job satisfaction to those who are involved in carrying on programs

YOUTH DEVELOPMENT PROJECT
ROSEVILLE AREA SCHOOLS
Independent School District No. 623
Little Brimhall
1627 West County Road B
St. Paul, Minnesota 55113
Telephone: 636-0486

Dear Parent:

As you may have read in the newspapers, our district has been funded by the U. S. Department of Health, Education and Welfare to develop and pilot programs which will encourage positive youth development. Our project, which we call the Youth Development Project, will place strong emphasis on developing positive student attitudes towards one's self and toward learning.

To enable us to determine the effect these programs have on achievement and attitudes, we will be administering standardized achievement tests, attitudinal surveys, and collecting attendance data on a sample of our students. Your child is included in the sample.

To insure the protection of the student's privacy we are using the following procedure in the secondary schools:

1. All secondary students participating in the testing will be asked to do so on a voluntary basis.
2. Where the instruments are given to random samples or entire schools, the data will be handled in the same professional manner as routine scholastic aptitudes and group surveys in accordance with district policy and state regulations.
3. Where the questionnaires are given on an individual basis or to small groups, parental consent will be obtained for all testing.

We believe it is extremely important that we collect this data so that we can evaluate these programs, especially in the area of attitudes. We also believe that the privacy of your child will be protected by our testing procedure. However, if you desire to withdraw your child from this sample, please sign this form and return it to the above address. If you have any other questions concerning the Youth Development Project or the collection of data, please call me at 633-8150, extension 60. We are in the process of forming evaluation committees in each school and encourage your involvement.

Sincerely,

Dale Schneiderhan
Evaluation Coordinator

- -

I wish to withdraw my child, ______________________________, from the random sample.
(Name)

____
(Parent Signature)

Secondary Level

Name____________________
Sex (Circle) Male Female
School____________________
Grade____________________
Program____________________

DIRECTIONS: For each statement, indicate the extent to which you agree or disagree by marking the corresponding space:

SA) if you strongly agree
A) if you agree
D) if you disagree
SD) if you strongly disagree

Example:
SA A D SD
( ) ( ) (x) ( ) 1. My classes are too easy.
(If you disagree with the statement, you should place an x under D.

There are no right or wrong answers, so respond to each statement as honestly as you can.

SA A D SD
( ) ( ) ( ) ( ) 1. Most of my teachers try to explain to me why I deserve the grades I earn on assignments and tests.
( ) ( ) ( ) ( ) 2. I do my best in school because I can get ahead in the world with a good education.
( ) ( ) ( ) ( ) 3. Most of my teachers seem interested in the things I do outside of school.
SA A D SD
( ) ( ) ( ) ( ) 4. Each morning I look forward to coming to school.
( ) ( ) ( ) ( ) 5. My school has too many rules.
( ) ( ) ( ) ( ) 6. Most of my teachers do not allow students much choice in what they study in class.
SA A D SD
( ) ( ) ( ) ( ) 7. I often feel rushed and nervous at school.
( ) ( ) ( ) ( ) 8. Most of my teachers give assignments that are too difficult.
( ) ( ) ( ) ( ) 9. Students here are not as friendly as in other schools.
SA A D SD
( ) ( ) ( ) ( ) 10. Most of my teachers try to make their subjects interesting to me.
( ) ( ) ( ) ( ) 11. I hate having to do homework.
( ) ( ) ( ) ( ) 12. My teachers are interested in what I have to say.
SA A D SD
( ) ( ) ( ) ( ) 13. It is clear to me why I shouldn't drop out of school.
( ) ( ) ( ) ( ) 14. In most of my classes, I have the opportunity to choose assignments which are most interesting to me.
( ) ( ) ( ) ( ) 15. I have signed up for a subject just because it seemed like it would be interesting.
SA A D SD
( ) ( ) ( ) ( ) 16. Most of my teachers give assignments that are just busywork.
( ) ( ) ( ) ( ) 17. I enjoy working on class projects with other students.
( ) ( ) ( ) ( ) 18. Most of my teachers really like their subjects.
SA A D SD
( ) ( ) ( ) ( ) 19. I would rather play a game that I already know than learn a new one.
( ) ( ) ( ) ( ) 20. Most of my teachers seem personally concerned about me.
( ) ( ) ( ) ( ) 21. I enjoy learning in school more than learning on my own.
SA A D SD
( ) ( ) ( ) ( ) 22. I don't usually enjoy working on puzzles and trying to solve difficult problems.
( ) ( ) ( ) ( ) 23. I think there is too much pressure in school.
( ) ( ) ( ) ( ) 24. Most of my teachers will accept suggestions from their students.

SA A D SD
( ) ( ) ( ) ( ) 25. School is a good place for making friends.
( ) ( ) ( ) ( ) 26. I like the challenge of a difficult assignment.
( ) ( ) ( ) ( ) 27. Most of my teachers don't try very hard to understand young people.
SA A D SD
( ) ( ) ( ) ( ) 28. Skipping school whenever I can doesn't really bother me.
( ) ( ) ( ) ( ) 29. I find it difficult to start working on my assignments until they are almost due.
( ) ( ) ( ) ( ) 30. I'm very interested in what goes on at this school.
SA A D SD
( ) ( ) ( ) ( ) 31. Most of the decisions in my classes are made by the teachers.
( ) ( ) ( ) ( ) 32. My teachers ask me to memorize too many facts.
( ) ( ) ( ) ( ) 33. There are other reasons for going to school besides just learning.
SA A D SD
( ) ( ) ( ) ( ) 34. There are important subjects not taught in school now which I would be interested in taking if they were offered.
( ) ( ) ( ) ( ) 35. Students have voice in determining how this school is run.
( ) ( ) ( ) ( ) 36. Most of my teachers have encouraged me to think for myself.
SA A D SD
( ) ( ) ( ) ( ) 37. I think most of my teachers are fair to me.
( ) ( ) ( ) ( ) 38. I generally try to get involved in many school activities.
( ) ( ) ( ) ( ) 39. Most of my teachers give me some idea of what will be on their tests.

SA A D SD
( ) ( ) ( ) ( ) 40. I really like most of the kids at this school.
( ) ( ) ( ) ( ) 41. My teachers don't allow me to be as creative as I am able to be.
( ) ( ) ( ) ( ) 42. Most of my teachers do not recognize my right to a different opinion.
SA A D SD
( ) ( ) ( ) ( ) 43. It would be difficult to get the most popular kids in school to include those who aren't as popular in their activities.
( ) ( ) ( ) ( ) 44. Even if I wanted to join certain groups here at school, I just wouldn't be accepted.
( ) ( ) ( ) ( ) 45. I enjoy talking to many of my teachers after class.
SA A D SD
( ) ( ) ( ) ( ) 46. Most of my teachers are critical of the way young people dress or talk.
( ) ( ) ( ) ( ) 47. In order to win an office at this school you've got to be in the right crowd.
( ) ( ) ( ) ( ) 48. Many of my teachers frequently show a lack of preparation.
SA A D SD
( ) ( ) ( ) ( ) 49. It isn't difficult for a new student to find friends here.
( ) ( ) ( ) ( ) 50. Many of my teachers could be trusted if I discussed a personal problem with them.
( ) ( ) ( ) ( ) 51. My favorite classes, regardless of subject, are those in which I learn the most.
SA A D SD
( ) ( ) ( ) ( ) 52. School is important to me because I find many of the things I learn are useful outside of school.
( ) ( ) ( ) ( ) 53. Our school is so large, I often feel lost in the crowd.
( ) ( ) ( ) ( ) 54. I usually get the grade I deserve in a class.
SA A D SD
( ) ( ) ( ) ( ) 55. Teachers are usually the friendliest with the bright students.
( ) ( ) ( ) ( ) 56. I try to do good work in my classes, because you never know when the information will be useful.
( ) ( ) ( ) ( ) 57. Most of my teachers are still fair with me as a person even when I've done poorly on my school work.
SA A D SD
( ) ( ) ( ) ( ) 58. There are enough different groups here at school for any type of student to find friends.
( ) ( ) ( ) ( ) 59. Most of my teachers make it clear about how much the students can "get away with" in class.
( ) ( ) ( ) ( ) 60. I enjoy the social life here.
SA A D SD
( ) ( ) ( ) ( ) 61. Everyone knows who the real losers in this school are.
( ) ( ) ( ) ( ) 62. There are many clicks (closed groups) of students here.
( ) ( ) ( ) ( ) 63. Most of my teachers like working with young people.
SA A D SD
( ) ( ) ( ) ( ) 64. Sometimes I just can't put a book down until I'm finished with it.
( ) ( ) ( ) ( ) 65. Most of my teachers are too concerned with discipline sometimes.
( ) ( ) ( ) ( ) 66. It is difficult for me to see my education as a stepping stone to future success.
SA A D SD
( ) ( ) ( ) ( ) 67. At school, other people really care about me.
( ) ( ) ( ) ( ) 68. If I thought I could win, I'd like to run for an elected student body office.
( ) ( ) ( ) ( ) 69. Most of my teachers will discuss any changes made to my grade.
SA A D SD
( ) ( ) ( ) ( ) 70. Most of my teachers just don't care about students if they're not going to college.
( ) ( ) ( ) ( ) 71. I usually never do more school work than just what is assigned.
( ) ( ) ( ) ( ) 72. Most of the teachers at my school cannot control their classes.
SA A D SD
( ) ( ) ( ) ( ) 73. It is possible to be popular in school and also be an individualist.
( ) ( ) ( ) ( ) 74. Lunch time at school is not fun.
( ) ( ) ( ) ( ) 75. Many of my teachers are often impatient.
SA A D SD
( ) ( ) ( ) ( ) 76. If I had the choice, I wouldn't go to school at all.
( ) ( ) ( ) ( ) 77. Many of my teachers have "pets".
( ) ( ) ( ) ( ) 78. Most of my teachers often waste too much time explaining things.
SA A D SD
( ) ( ) ( ) ( ) 79. Occasionally I have discovered things on my own that were related to some of my school subjects.
( ) ( ) ( ) ( ) 80. If school were more related to the skills I'll need after I graduate, I might be more interested.

SELF APPRAISAL INVENTORY

Secondary Level

Sex (Circle) Male Female
School____________________
Grade____________________
Program____________________

DIRECTIONS: For each statement, indicate the extent to which you agree or disagree by marking the corresponding space:

SA) if you strongly agree
A) if you agree
D) if you disagree
SD) if you strongly disagree

Example:
SA A D SD
( ) ( ) (x) ( ) 1. I want to be a movie star.
(If you disagree with the statement, you should place an x under D.

There are no right or wrong answers, so respond to each statement as honestly as you can.

SA A D SD
( ) ( ) ( ) ( ) 1. School work is fairly easy for me.
( ) ( ) ( ) ( ) 2. I am satisfied to be just what I am.
( ) ( ) ( ) ( ) 3. I ought to get along better with other people.

SA A D SD
( ) ( ) ( ) ( ) 4. My family thinks I don't act as I should.
( ) ( ) ( ) ( ) 5. People often pick on me.
( ) ( ) ( ) ( ) 6. I don't usually do my share of work at home.

SA A D SD
( ) ( ) ( ) ( ) 7. I sometimes feel upset while I'm at school.
( ) ( ) ( ) ( ) 8. I often let other people have their way.
( ) ( ) ( ) ( ) 9. I have as many friends as most people.

SA A D SD
( ) ( ) ( ) ( ) 10. Usually no one pays much attention to me at home.
( ) ( ) ( ) ( ) 11. Getting good grades is pretty important to me.
( ) ( ) ( ) ( ) 12. I can be trusted as much as anyone.

SA A D SD
( ) ( ) ( ) ( ) 13. I am well liked by kids my own age.
( ) ( ) ( ) ( ) 14. There are times when I would like to leave home.
( ) ( ) ( ) ( ) 15. I forget most of what I learn.

SA A D SD
( ) ( ) ( ) ( ) 16. My family is surprised if I do things with them.
( ) ( ) ( ) ( ) 17. I am often not a happy person.
( ) ( ) ( ) ( ) 18. I am not lonely very often.

SA A D SD
( ) ( ) ( ) ( ) 19. My family respects my ideas.
( ) ( ) ( ) ( ) 20. I am not a very good student.
( ) ( ) ( ) ( ) 21. I often do things that I'm sorry for later.

SA A D SD
( ) ( ) ( ) ( ) 22. Older kids seem to like me.
( ) ( ) ( ) ( ) 23. I sometimes behave badly at home.
( ) ( ) ( ) ( ) 24. I often get discouraged in school.

SA A D SD
( ) ( ) ( ) ( ) 25. I often wish I were younger.
( ) ( ) ( ) ( ) 26. I am usually friendly toward other people.
( ) ( ) ( ) ( ) 27. I don't usually treat my family as well as I should.

SA A D SD
( ) ( ) ( ) ( ) 28. My teacher makes me feel I am not good enough.
( ) ( ) ( ) ( ) 29. I always like being the way I am.
( ) ( ) ( ) ( ) 30. I am just as well liked as most people.

SAMPLE

SA A D SD
( ) ( ) ( ) ( ) 31. I cause trouble to my family.
( ) ( ) ( ) ( ) 32. I am slow in finishing my school work.
( ) ( ) ( ) ( ) 33. I often am not as happy as I would like to be.

SA A D SD
( ) ( ) ( ) ( ) 34. I am not as nice looking as most people.
( ) ( ) ( ) ( ) 35. I don't have many friends.
( ) ( ) ( ) ( ) 36. I feel free to argue with my family.

SA A D SD
( ) ( ) ( ) ( ) 37. Even if I have something to say, I often don't say it.
( ) ( ) ( ) ( ) 38. Sometimes I am among the last to be chosen for teams.
( ) ( ) ( ) ( ) 39. I feel that my family always trusts me.

SA A D SD
( ) ( ) ( ) ( ) 40. I am a good reader.
( ) ( ) ( ) ( ) 41. It is hard for me to make friends.
( ) ( ) ( ) ( ) 42. My family would help me in any kind of trouble.

SA A D SD
( ) ( ) ( ) ( ) 43. I am not doing as well in school as I would like to.
( ) ( ) ( ) ( ) 44. I find it hard to talk in front of the class.
( ) ( ) ( ) ( ) 45. I sometimes feel ashamed of myself.

SA A D SD
( ) ( ) ( ) ( ) 46. I wish I had more close friends.
( ) ( ) ( ) ( ) 47. My family often expects too much of me.
( ) ( ) ( ) ( ) 48. I am not very good in my school work.

SA A D SD
( ) ( ) ( ) ( ) 49. I am not as good a person as I would like to be.
( ) ( ) ( ) ( ) 50. Sometimes I am hard to make friends with.
( ) ( ) ( ) ( ) 51. I wish I were a different person.

SA A D SD
( ) ( ) ( ) ( ) 52. People don't usually have much fun when they are with me.
( ) ( ) ( ) ( ) 53. I am an important person to my family.
( ) ( ) ( ) ( ) 54. People think I am a good student.

SA A D SD
( ) ( ) ( ) ( ) 55. I am not very sure of myself.
( ) ( ) ( ) ( ) 56. Often I don't like to be with other kids.
( ) ( ) ( ) ( ) 57. My family and I have a lot of fun together.

SA A D SD
( ) ( ) ( ) ( ) 58. There are times when I feel like dropping out of school.
( ) ( ) ( ) ( ) 59. I can always take care of myself.
( ) ( ) ( ) ( ) 60. Many times I would rather be with kids younger than me.

SA A D SD
( ) ( ) ( ) ( ) 61. My family doesn't usually consider my feelings.
( ) ( ) ( ) ( ) 62. I can't be depended on.

Sub-scales for Secondary Inventories

SCHOOL SENTIMENT

Teacher:

Mode of Instruction: 1, 8, 10, 16, 18, 24, 31, 32, 36, 39, 43, 48, 54, 73, 78

Authority & Control: 6, 14, 37, 41, 42, 57, 59, 65, 69, 72

Interpersonal Relationships with Pupils: 3, 12, 20, 27, 45, 46, 50, 55, 63, 70 75, 77

Learning: 11, 19, 22, 26, 29, 33, 34, 51, 64, 71, 79

Social Structure and Climate: 5, 7, 15, 23, 30, 35, 38, 47, 53, 60, 61, 67, 68, 74

Peer: 9, 17, 25, 40, 44, 49, 58, 62

General: 2, 4, 13, 21, 28, 52, 56, 66, 76, 80

SELF APPRAISAL

Peer: 3, 5, 9, 13, 18, 22, 26, 30, 35, 38, 41, 46, 50, 52, 56, 60

Family: 4, 6, 10, 14, 16, 19, 23, 27, 31, 36, 39, 42, 47, 53, 57, 61

School: 1, 7, 11, 15, 20, 24, 28, 32, 40, 43, 44, 48, 54, 58

General: 2, 8, 12, 17, 21, 25, 29, 33, 34, 37, 45, 49, 51, 55, 59, 62

INVENTORY A Name______ Sex M F
(Circle)

INSTRUCTIONS School(& program) Grade_____

Read each statement and decide whether it is true as applied to you or false as applied to you. If a statement is TRUE or MOSTLY TRUE, as applied to you, place an X above the T line. If a statement is FALSE or NOT USUALLY TRUE, as applied to you, place an X above the F line. If a statement does not apply to you or if it is something that you don't know about, make no X mark for that statement. Remember to give YOUR OWN opinion of yourself. Do not leave any blank spaces if you can avoid it.

EXAMPLE: I do not always tell the truth. . . . . X T ___F

SAMPLE

1. I have a good appetite. . . . . ___T ___F
2. I have diarrhea once a month or more. . . . . ___T ___F
3. At times I have fits of laughing and crying that I cannot control. ___T ___F
4. I find it hard to keep my mind on a task or job. . . . . ___T ___F
5. I have had very peculiar and strange experiences. . . . . ___T ___F
6. I have a cough most of the time. . . . . ___T ___F
7. I seldom worry about my health. . . . . ___T ___F
8. My sleep is fitful and disturbed. . . . . ___T ___F
9. When I am with people I am bothered by hearing very queer things. ___T ___F
10. I am in just as good physical health as most of my friends. . . . ___T ___F
11. Everything is turning out just like the prophets of the Bible said it would. . . . . ___T ___F
12. Parts of my body often have feelings like burning, tingling, crawling, or like "going to sleep." . . . . ___T ___F
13. I am easily downed in an argument. . . . . ___T ___F
14. I do many things which I regret afterwards (I regret things more or more often than others seem to). . . . . ___T ___F
15. I go to church almost every week. . . . . ___T ___F
16. I have met problems so full of possibilities that I have been unable to make up my mind about them. . . . . ___T ___F
17. Some people are so bossy that I feel like doing the opposite of what they request, even though I know they are right. . . . . . ___T ___F
18. I like collecting flowers or growing house plants. . . . . ___T ___F
19. I like to cook. . . . . ___T ___F
20. During the past few years I have been well most of the time. . . . ___T ___F
21. I have never had a fainting spell. . . . . ___T ___F

22. When I get bored I like to stir up some excitement. . . . . ___T ___F

23. My hands have not become clumsy or awkward. . . . . ___T ___F

24. I feel weak all over much of the time . . . . ___T ___F

25. I have had no difficulty in keeping my balance in walking. . . . ___T ___F

26. I like to flirt. . . . . ___T ___F

27. I believe my sins are unpardonable. . . . . ___T ___F

28. I frequently find myself worrying about something. . . . . ___T ___F

29. I like science. . . . . ___T ___F

30. I like to talk about sex. . . . . ___T ___F

31. I get mad easily and then get over it soon. . . . . ___T ___F

32. I brood a great deal. . . . . ___T ___F

33. I dream frequently about things that are best kept to myself. . . ___T ___F

34. My way of doing things is apt to be misunderstood by others. . . ___T ___F

35. I have had blank spells in which my activities were interrupted and I did not know what was going on around me. . . . . ___T ___F

36. I can be friendly with people who do things which I consider wrong. ___T ___F

37. If I were an artist I would like to draw flowers. . . . . ___T ___F

38. When I leave home I do not worry about whether the door is locked and the windows closed. . . . . ___T ___F

39. At times I hear so well it bothers me. . . . . ___T ___F

40. Often I cross the street in order not to meet someone I see. . . ___T ___F

41. I have strange and peculiar thoughts. . . . . ___T ___F

42. Sometimes I enjoy hurting persons I love. . . . . ___T ___F

43. Sometimes some unimportant thought will run through my mind and bother me for days. . . . . ___T ___F

44. I am not afraid of fire. . . . . ___T ___F

45. I do not like to see women smoke. . . . . ___T ___F

46. When someone says silly or ignorant things about something I know about, I try to set him right. . . . . ___T ___F

47. I feel unable to tell anyone all about myself. . . . . ___T ___F

48. My plans have frequently seemed so full of difficulties that I have had to give them up. . . . . ___T ___F

49. I would certainly enjoy beating a crook at his own game. . . . . ___T ___F

SAMPLE

50. I have had some very unusual religious experiences. . . . . ___T ___F

51. One or more members of my family is very nervous. . . . . ___T ___F

52. I am attracted by members of the opposite sex. . . . . ___T ___F

53. The man who had most to do with me when I was a child (such as my father, stepfather, etc.) was very strict with me. . . . . ___T ___F

54. Christ performed miracles such as changing water into wine. . . . ___T ___F

55. I pray several times every week. . . . . ___T ___F

56. I feel sympathetic towards people who tend to hang on to their griefs and troubles. . . . . ___T ___F

57. I am afraid of finding myself in a closet or small closed place.. ___T ___F

58. Dirt frightens or disgusts me. . . . . ___T ___F

59. I think Lincoln was greater than Washington. . . . . ___T ___F

60. In my home we have always had the ordinary necessities (such as enough food, clothing, etc.). ___T ___F

61. I am made nervous by certain animals. . . . . ___T ___F

62. My skin seems to be unusually sensitive to touch. . . . . ___T ___F

63. I feel tired a good deal of the time. . . . . ___T ___F

64. I never attend a sexy show if I can avoid it. . . . . ___T ___F

65. If I were an artist I would like to draw children. . . . . ___T ___F

66. I sometimes feel that I am about to go to pieces. . . . . ___T ___F

67. I have often been frightened in the middle of the night. . . . . ___T ___F

68. I very much like horseback riding. . . . . ___T ___F

SAMPLE

Name ______________________________.

INVENTORY B

SAMPLE

1) At the start of the school year how would you describe your relationship with your parents? Circle one.

very poor	poor	about average	good	very good

2) At the start of the school year how would you describe your relationship with your parents? Circle one.

a great deal of conflict and hassles	some conflict and hassles	average amount of conflict and hassles	few conflicts and hassles	hardly any conflict and hassles

3) Before the beginning of the school year about how many times a month would you and one of your parents have a serious disagreement or conflict? Circle one.

hardly ever	1	2	3	4	5	6	7	8	9	10	More than 10

4) Before the beginning of the school year about how many times a month would you and one of your parents do something fun together? Circle one.

hardly ever	1	2	3	4	5	6	7	8	9	10	More than 10

5) At the start of the school year to what extent did you feel your parents were trying to understand you and any problems you may have had? Circle one.

not at all	some, but not much	about average	more than most parents	completely understanding

6) At the start of the school year how did you feel about your relationships with other persons about your age? Circle one.

no friends, spend most of my time alone	O.K. but wish they were better	about average	good	get along great with everyone

7) Before the beginning of the school year about how many times a month would you and another person about your age have a serious disagreement? Circle one.

hardly ever	1	2	3	4	5	6	7	8	9	10	more than 10

OVER →

8) Before the beginning of the school year about how many times a month would you and another person about your age have a physical fight? Circle one.

hardly ever	1	2	3	4	5	6	7	8	9	10	more than 10

9) Before the beginning of the school year about how many times a month would you and another person about your age do something fun together? Circle one.

hardly ever	1	2	3	4	5	6	7	8	9	10	more than 10

10) At the start of the school year how much trust would you say you had in your classmates and other persons about your age? Circle one.

very little trust	not too much trust	average amount of trust	more than average amount of trust	a great deal of trust

11) At the start of the school year how did you feel about your relationships with teachers and other adults? Circle one.

very strained, with much conflict	conflict, but not on a regular basis	about average	good relationships, only occasional disagreements	very good, hardly any conflicts or disagreements

12) Before the beginning of the school year about how many times a month would you and a teacher or adult have a serious disagreement? Circle one.

hardly ever	1	2	3	4	5	6	7	8	9	10	more than 10

13) Before the beginning of the school year about how many times a month would you and a teacher or adult do something fun together? Circle one.

hardly ever	1	2	3	4	5	6	7	8	9	10	more than 10

14) At the start of the school year to what extent did you feel teachers or adults were trying to understand you and any problems you may have had? Circle one.

not at all	some, but not much	no more nor less than could be expected	a good effort to understand	understood completely

NAME________________________ School (and program)________________________

Grade______________ Sex (M)(F)______________

INVENTORY B-2

1) At the present time how would you describe your relationship with your parents? Circle ONE.

very poor   poor   about average   good   very good

2) At the present time how would you describe your relationship with your parents? Circle ONE.

a great deal of conflict and hassles	some conflict and hassles	average amount of conflict and hassles	few conflicts and hassles	hardly any conflict and hassles

3) At the present time about how many times a month do you and one of your parents have a serious disagreement or conflict? Circle ONE.

hardly ever 1 2 3 4 5 6 7 8 9 10

More than 10 ____

4) At the present time about how many times a month do you and one of your parents do something fun together? Circle ONE.

hardly ever 1 2 3 4 5 6 7 8 9 10

More than 10

5) At the present time to what extent do you feel your parents are trying to understand you and any problems you may have? Circle ONE.

not at all	some, but not much	about average	more than most parents	completely understanding

6) At the present time how do you feel about your relationships with other persons about your age? Circle ONE.

no friends, spend most of my time alone	O.K. but wish they were better	about average	good	get along great with everyone

7) At the present time about how many times a month do you and another person about your age have a serious disagreement? Circle ONE.

hardly ever 1 2 3 4 5 6 7 8 9 10 more than 10

4/5/73

OVER →

8) At the present time about how many times a month do you and another person about your age have a physical fight? Circle ONE.

hardly ever 1 2 3 4 5 6 7 8 9 10 more than 10

9) At the present time about how many times a month do you and another person about your age do something fun together? Circle ONE.

hardly ever 1 2 3 4 5 6 7 8 9 10 more than 10

10) At the present time how much trust would you say you have in your classmates and other persons about your age? Circle ONE.

very little trust	not too much trust	average amount of trust	more than average amount of trust	a great deal of trust

11) At the present time how do you feel about your relationships with teachers and other adults? Circle ONE.

very strained with much conflict	conflict, but not on a regular basis	about average	good relationships, only occasional disagreements	very good, hardly any conflicts or disagreements

12) At the present time about how many times a month do you and a teacher or adult have a serious disagreement? Circle ONE.

hardly ever 1 2 3 4 5 6 7 8 9 10 more than 10

13) At the present time about how many times a month do you and a teacher or adult do something fun together? Circle ONE.

hardly ever 1 2 3 4 5 6 7 8 9 10 more than 10

14) At the present time to what extent do you feel teachers or adults are trying to understand you and any problems you may have? Circle ONE.

not at all	some, but not much	no more nor less than could be expected	a good effort to understand	understand completely

4/5/73

PARENT QUESTIONNAIRE A

_____________________ (Name)

Circle the response most closely resembling your feeling to the following statements:

1. Before this school year the Roseville schools have provided my child

inadequate programs, not at all directed toward his needs	programs not always responsive to his needs	average school programs	good programs responsive to some of his needs	excellent programs responsive to most of his needs

2. Last school year (1971-72) I had the following number of contacts with the school related to my child (exclude contacts for disciplinary reasons, include PTA, etc.).

0 1 2 3 4 5 more than 5

3. Before this school year how would you evaluate the quantity and quality of communication between your child and school staff?

Quantity:	none	very little	average	more than average	much
Quality:	very poor	poor	average	good	very good

4. Before this school year how would you evaluate your child's attitude toward school?

strong dislike	dislike	neutral	like	strong like

5. Before this school year how would you evaluate your child's opinion of himself?

does not think highly of himself, very insecure	somewhat insecure, could use more confidence	considers himself average	quite secure and confident of himself	very secure and very confident of himself

6. Before this school year how would you evaluate your child's relationships with other children his age?

is alone often, making friends is difficult	relationships sometimes unsatisfactory, sometimes conflict	relationships about as good as those of most other children	good relationships little conflict or isolation	excellent relationships, good friends, no conflicts

7. Before this school year how would you evaluate your child's academic performance?

poor	passing, but below potential	average	good	excellent

11-8-72

TO: KELLOGG FACULTY

FROM: FOCUS EVALUATION COMMITTEE, Jim Meland

RE: We would like to know what your present attitude is toward FOCUS. Focus is the program for students who have had problems in the basic skills of language arts and math as well as problems with positive social development.

SAMPLE

Agree	Disagree	Uncertain	
( )	( )	( )	1. At this point it seems that this program is what some students need.
( )	( )	( )	2. I approve of this program because it helps the students that need it most.
( )	( )	( )	3. a) The administration of the program should be better.
( )	( )	( )	b) The administration of the program at the school administration level should be better.
( )	( )	( )	c) The administration of the program at the program staff level should be better.
( )	( )	( )	4. If I had my choice, I'd rather not have this program at Kellogg.
( )	( )	( )	5. I have noted definite improvement by some of the students that are in the program.
( )	( )	( )	6. I think some new kind of program is needed by the students in the above program, but I don't think FOCUS is the answer.
( )	( )	( )	7. I think the FOCUS program should be enlarged.
( )	( )	( )	8. a) I believe the total Kellogg staff should be more involved in the program.
( )	( )	( )	b) I believe the total Kellogg staff should be better informed of program progress and situations in order to offer opinions and input.
( )	( )	( )	9. a) I don't approve of this program because it rewards the students that least deserve it.
( )	( )	( )	b) I don't approve of this program because it provides an easy way out for students who don't want to face up to responsibilities and self-discipline.
( )	( )	( )	c) I believe these extra program monies should rather be used as incentives for the more deserving or achieving students to provide them with special programs.

10. This program seems to be having (check one)

_______ a) a negative effect on the rest of the students.
_______ b) a positive effect on the rest of the students.
_______ c) no discernible effect on the rest of the students.

COMMENTS:

RAMSEY AND KELLOGG FOCUS

PROGRAM SUMMARY EVALUATION REVIEW

The 1973-1974 Focus program evaluation results confirm the conclusions elicited from the two previous years' evaluations.* Focus students have demonstrated overall a) reversal of a past pattern of less than normal academic growth, b) growth (often statistically significant) in self-concept, c) statistically significant improvement in attitude toward school, d) decreases (often statistically significant) in school disciplinary infractions and e) decreases (often statistically significant) in police/sheriff contacts and court referrals.

Evaluation findings have additionally indicated parent assessed improvements and gains for their Focus students. Overall, Focus parents have indicated substantial support for the Focus program.

Data pertaining to absences, tardies, and school dropouts point to further consideration of how these areas can be improved. Absence data has indicated that some students absent themselves from school a considerable number of days each year. Although the cause-effect relationship is not known, the large number of days absent for some students can by itself provide an explanation as to why a student has done poorly in school. Tardies, although to a lesser degree, would seem like absences to be contraindicated in terms of academic success. Part of the success of the Focus program seems to lie in its relaxation of arbitrary rules and schedules. It has also been demonstrated that time alone is not the sole determining factor in academic progress. It would seem equally tenable, however, that students who are absent a large number of days each year cannot be expected to have a chance at making normal progress.

---

*Readers are referred to the YDP 1971-72 and 1972-73 evaluation reports.

School dropout data for Ramsey and Kellogg have not demonstrated a reduction in rate at the respective schools since the inception of the Focus programs. More detailed dropout data in terms of student circumstances are needed. Other factors besides the introduction of the Focus programs may be determinants of dropout rates and thereby make determinations of the effects of the Focus programs on dropout rate cloudy. The fact remains, however, that alternative high school programs were initiated with one primary goal being to reduce the number of high school dropouts. This has not happened.

EVALUATION DESCRIPTION SHEET

1. Focus group populations
   - a. Ramsey Focus - N = 65
   - b. Kellogg Focus - N = 70
   - c. A lesser number of students represented in the data is accounted for by: sampling of students for testing, absence during testing days, and elimination of students without certain comparison records for both 1972-73 and 1973-74.

2. Statistical analysis
   - a. Correlated means t tests were run on normally distributed data.
   - b. The Wilcoxen matched pairs signed ranks test was used on non-normally distributed data.
   - c. Chi square tests were used when data did not allow other tests.
   - d. Tabulated data was reported under the following headings:

     Students - the number of students from the group represented in the tabulation (i.e., represented by one or more tallies on a variable - not the total number of students in the group).

     Tabulation total

     Average - the average tabulation per tabulated student.

     These figures enable a concurrent appraisal of the number of, say, suspensions and the number of students who had one or more suspensions (a small number of students may be accounting for a large number of, say, suspensions).

EVALUATION REPORT BY OBJECTIVES ON THE 1973-74 RAMSEY HIGH SCHOOL FOCUS PROGRAM

Objective 1: Academic achievement for Focus students will increase by 7 months or more as measured by selected subtests of the Iowa Tests of Basic Skills administered on October 15, 1973, and May 15, 1974. (The hypothesized 7 month growth is based on the expected (national norms) progress for 7 months of schooling.)

Ramsey Focus Iowa Tests of Basic Skills Subtest Scores

Subtest	Students	Average Grade of Students	Oct. Grade Equivalent Score*	Oct. Standard Deviation	May Grade Equivalent Score*	May Standard Deviation	Grade Equivalent Gain
Males:							
Spelling	9	11.3	7.82	2.16	7.34	2.00	- .48
Vocabulary	10	11.3	7.66	1.68	8.25	1.59	+ .59
Reading	10	11.3	6.75	1.64	7.58	1.41	+ .83
Language Usage	12	11.6	6.69	1.80	7.38	1.94	+ .69
Math Problems	12	11.6	7.83	1.87	8.41	2.04	+ .58
Math Concepts	12	11.6	7.96	1.32	8.63	1.39	+ .67
				weighted average gain			+ .51
Females:							
Spelling	8	11.5	8.73	1.94	9.43	1.70	+ .70
Vocabulary	8	11.5	8.36	1.15	8.95	1.28	+ .59
Reading	8	11.5	7.58	.90	8.76	1.36	+1.18
Language Usage	12	11.5	8.81	1.24	8.79	1.28	- .03
Math Problems	11	11.4	8.47	1.63	9.33	1.25	+ .86
Math Concepts	12	11.5	8.17	1.36	9.06	1.17	+ .89
				weighted average gain			+ .67
Total:							
Spelling	17	11.4	8.25	2.05	8.32	2.10	+ .07
Vocabulary	18	11.4	7.97	1.47	8.56	1.46	+ .59
Reading	18	11.4	7.05	1.44	8.11	1.47	+1.06
Language Usage	24	11.5	7.75	1.86	8.01	1.75	+ .26
Math Problems	23	11.5	8.13	1.75	8.85	1.73	+ .72
Math Concepts	24	11.5	7.88	1.28	8.83	1.27	+ .95
				weighted average gain			+ .62

*Units digit represents year, tenths digit represents month.

Conclusion: The objective of academic growth as measured by the Iowa Tests of Basic Skills was met for Focus females (7 months growth in 7 months) but not for Focus males (5 months growth in 7 months). Males and females combined (6 months growth in 7 months) fell short of the predicted goal by 1 month's growth.

Objective 2: Self-concept for Focus students will show improvement as measured by the ego strength scale of the MMPI administered on October 16, 1973, and May 16, 1974.

Ego Strength Scale Scores

Students		Oct. Mean	Oct. Standard Deviation	May Mean	May Standard Deviation	Difference
Males	11	48.27	4.76	49.36	4.52	+ 1.09
Females	11	42.36	5.08	44.91	7.57	+ 2.55*
Total	22	45.32	5.68	47.14	6.50	+ 1.82*

Focus males Oct. vs. May correlated means t value: .81 with 10 df.
Focus females Oct. vs. May correlated means to value: 1.85* with 10 df.
Focus total Oct. vs. May correlated means t value: 1.92* with 21 df.

*statistically significant at the .05 level or better.

Conclusion: The objective was met. Females and the Total Group achieved significant ($p \leq .05$) self-concept growth as measured by the ego strength scale. The change for males was in the positive direction but not significant ($p \leq .05$).

Objective 3: Attitude toward school for Focus students will show improvement as measured by the IOX School Sentiment Index administered on October 16, 1973, (attitude prior to Focus) and May 16, 1974, (attitude based on Focus).

School Sentiment Index Total Scores

Students		Oct. Mean	Oct. Standard Deviation	May Mean	May Standard Deviation	Difference
Males	11	178.09	12.81	197.41	7.48	+ 19.32*
Females	8	168.62	14.96	203.88	16.37	+ 35.26*
Total	19	174.32	14.20	200.29	12.19	+ 25.97*

Focus males Oct. vs. May correlated means t value: 3.74* with 10df.
Focus females Oct. vs. May correlated means t value: 3.62* with 7 df.
Focus total Oct. vs. May correlated means t value: 4.92* with 18 df.

*statistically significant at the .05 level or better.

Conclusion: The objective was met. Attitude toward school as measured by the IOX School Sentiment Index showed significant ($p \leq .05$) improvement as a result of participation in the Focus program.

Objective 4: Focus students will have fewer school suspensions and discipline referrals than they had the previous year.

School Suspensions

1972-73			1973-74		
Students	Suspensions	Average	Students	Suspensions	Average
6	8	1.33	6	6	1.00

1972-73 vs. 1973-74 Wilcoxen matched pairs signed ranks z value: .23

School Discipline Referrals

1972-73			1973-74		
Students	Disc. Referrals	Average	Students	Disc. Referrals	Average
34	91	2.68	27	33	1.22

1972-73 vs. 1973-74 Wilcoxen matched pairs signed ranks z value: 3.39*

*statistically significant at the .05 level or better.

Conclusion: With qualification the objective was met. Focus students evidenced a significant ($p \leq .05$) decrease in school discipline referrals and a decrease in school suspensions. The decrease in school suspensions was not significant ($p \leq .05$). The small base rate is noted for school suspensions.

Objective 5: Focus students will have fewer absences and tardies than they had the previous year.

Absence Tabulations Per Student

	1972-73		1973-74	
Students	Mean	Standard Deviation	Mean	Standard Deviation
50	16.83	12.17	21.85	13.69

1972-73 vs. 1973-74 correlated means t value: - 2.88 with 49 df.

Tardies Tabulation Per Student

	1972-73		1973-74	
Students	Mean	Standard Deviation	Mean	Standard Deviation
42	15.48	12.33	16.45	12.75

1972-73 vs. 1973-74 correlated means to value: - .45 with 41 df.

Conclusion: The objective was not met. Both absences and tardies registered an increase in 1973-74 over 1972-73 based on the records available. Due to the difficulty of obtaining accurate records on absences and tardies it is suggested that the general magnitudes rather than comparisons be evaluated.

Objective 6: Focus students will have fewer police/sheriff contacts and court referrals than they had the previous year.

Roseville Police/Sheriff Contacts

Sept. 1972-May 1973			Sept. 1973 - May 1974		
Students	Contacts	Average	Students	Contacts	Average
10	14	1.40	4	4	1.00

1972-73 vs. 1973-74 Wilcoxen matched pairs sized ranks z value: 2.52*

Ramsey County Juvenile Court Referrals

Sept. 1972 - May 1973			Sept. 1973 - May 1974		
Students	Referrals	Average	Students	Referrals	Average
8	9	1.13	2	2	1.00

1972-73 vs. 1973-74 Wilcoxen matched pairs signed ranks z value: 1.78*

*statistically significant at the .05 level or better.

Conclusion: The objective was met. Focus students evidenced significant ($p \leq .05$) decreases in police/sheriff contacts and court referrals.

Objective 7: Parent support of the Focus program will be evidenced by results from a YDP questionnaire mailed to Focus parents in June, 1974.

YDP Parent Questionnaire Responses[1]

1. From your point of view how would you rate the overall Focus experience for your child this past year?

	1[2] a very non-productive experience	2[2] a non-productive experience	3[2] no more or less productive than before Focus	4[2] a productive experience	5[2] a very productive experience	Average weighted responses
father	1 (.04)[3]	1 (.04)	2 (.08)	16 (.64)	5 (.20)	3.92
mother	1 (.03)	1 (.03)	2 (.07)	16 (.53)	10 (.33)	4.10
father and mother	2 (.04)	2 (.04)	4 (.07)	32 (.58)	15 (.27)	4.02

2. From your point of view how would you rate your child's academic progress while in the Focus program compared to what you feel it would have been had he/she been in the regular school?

	much less in Focus	less in Focus	about the same in Focus	more in Focus	much more in Focus	Average of weighted responses
father	1 (.04)	2 (.08)	1 (.04)	10 (.38)	12 (.46)	4.15
mother	1 (.03)	3 (.10)	3 (.10)	12 (.40)	11 (.37)	3.96
father and mother	2 (.04)	5 (.09)	4 (.07)	22 (.39)	23 (.41)	4.05

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[1] Fifty-eight (58) father questionnaires mailed, 26 returned. Sixty (60) mother questionnaires mailed, 30 returned.

[2] Scoring weight assigned for each response.

[3] Number outside parentheses represents responses to that category, number within parentheses represents proportion of responses for that category.

3. From your point of view how would you rate your child's attitude toward school while in the Focus program compared to what you feel it would have been had he/she been in the regular school?

	much worse attitude in Focus	worse attitude in Focus	about the same attitude in Focus	better attitude in Focus	much better attitude in Focus	Average of weighted responses
father	1 (.04)	0 (.00)	0 (.00)	15 (.60)	9 (.36)	4.24
mother	1 (.03)	1 (.03)	1 (.03)	14 (.47)	13 (.43)	4.23
father and mother	2 (.04)	1 (.02)	1 (.02)	29 (.53)	22 (.40)	4.24

4. From your point of view how would you compare your relationship with your child since before he/she entered the Focus program and after he/she entered the program?

	much worse relationship	worse relationship	no change in relationship	better relationship	much better relationship	Average of weighted responses
father	1 (.04)	0 (.00)	6 (.24)	11 (.44)	7 (.28)	3.92
mother	1 (.03)	1 (.03)	8 (.28)	12 (.41)	7 (.24)	3.79
father and mother	2 (.04)	1 (.02)	14 (.26)	23 (.43)	14 (.26)	3.85

5. From your point of view how would you compare your relationship with the school since before your child entered the Focus program and after he/she entered the program?

	much more negative relationship	more negative relationship	no change in relationship	more positive relationship	much more positive relationship	Average of weighted responses
father	1 (.04)	0 (.00)	8 (.33)	11 (.46)	4 (.17)	3.71
mother	1 (.03)	1 (.03)	9 (.31)	13 (.45)	5 (.17)	3.69
father and mother	2 (.04)	1 (.02)	17 (.32)	24 (.45)	9 (.17)	3.70

6a. If your child is not graduating this year, would you prefer to have him/her in Focus or the regular school program next year?

	Regular School Program	Focus Program	Average of Weighted Responses
father	0 (.00)	17 (1.00)	2.00
mother	1 (.05)	18 (.95)	1.95
father and mother	1 (.03)	35 (.97)	1.97

6b. If your child has graduated this year, would you choose to have him/her participate in the Focus program if you "had it to do over again?"

	No	Yes	Average of Weighted Responses
father	2 (.15)	11 (.85)	1.85
mother	2 (.14)	12 (.86)	1.86
father and mother	4 (.15)	23 (.85)	1.85

Conclusion: The objective was met. Academic progress, attitude toward school, parent-student relationships, and parent-school relationships showed improvement since student participation in Focus as measured by parent perceptions. Ninety-two percent of parents responding to the questionnaire indicated that they would like their child to continue in the Focus program or would wish to have their graduating child participate again in Focus "had they to do it over again."

Objective 8: The number of Ramsey dropouts (percent dropout rate) will be less than the dropout rate prior to the inception of the Focus program.

	Ramsey Dropout Tabulation					
	68-69	69-70	70-71	71-72	72-73	73-74
School population:	1,638	1,658	1,652	1,649	1,647	1,597
Dropouts:	28	12	12	11	30	25
Dropouts/student:	.017	.007	.007	.007	.018	.016

Conclusion: The objective was not met. The number of dropouts have continued at a rate that exceeds the rate prior to the inception of Focus. A small decrease ($X^2 = .18$) in rate is noted for 1973-74 compared to 1972-73.

EVALUATION REPORT BY OBJECTIVES ON THE
1973-74 KELLOGG HIGH SCHOOL FOCUS PROGRAM

Objective 1: Academic achievement for Focus students will increase by one month or more for every month of schooling as measured by selected subtests of the Iowa Tests of Basic Skills administered on October 15, 1973, and May 15, 1974, and by the Gates-MacGinitie Reading Tests administered on September 12, 1973, and May 15-30, 1974.

Kellogg Focus Iowa Tests of Basic Skills Subtest Scores

Subtest	Students	Average Grade of Students	Oct. Grade Equivalent Score*	Oct. Standard Deviation	May Grade Equivalent Score*	May Standard Deviation	Grade Equivalent Gain
Males:							
Spelling	17	11.6	6.64	1.64	6.13	1.85	- .51
Vocabulary	16	11.7	8.02	1.87	7.54	2.29	- .48
Reading	14	11.6	6.12	1.80	6.86	2.27	+ .74
Language Usage	17	11.5	7.82	1.72	7.58	2.11	- .24
Math Problems	14	11.4	8.51	1.58	9.11	1.37	+ .60
Math Concepts	14	11.4	7.34	1.64	8.35	1.94	+1.01
				Weighted average gain:			+ .14
Females:							
Spelling	13	11.9	9.01	1.64	8.81	2.08	- .20
Vocabulary	13	11.9	8.24	1.71	8.24	2.40	0.00
Reading	11	11.9	8.41	1.70	8.92	1.93	+ .51
Language Usage	8	11.7	8.67	1.09	8.35	2.23	- .32
Math Problems	6	11.7	7.57	.72	7.17	1.42	- .40
Math Concepts	6	11.7	6.77	1.87	8.00	0.51	+1.23
				Weighted average gain:			+ .09
Total:							
Spelling	30	11.7	7.67	2.01	7.29	2.34	- .38
Vocabulary	29	11.8	8.12	1.78	7.85	2.33	- .27
Reading	25	11.7	7.13	2.08	7.77	2.33	+ .64
Language Usage	25	11.6	8.10	1.58	7.83	2.13	- .27
Math Problems	20	11.5	8.22	1.43	8.52	1.64	+ .30
Math Concepts	20	11.5	7.16	1.68	8.24	1.64	+1.08
				Weighted average gain:			+ .12

*Units digit represents year, tenths digit represents month.

Kellogg Focus Gates-MacGinitie Reading Tests, Subtest Scores

Subtest	Students	Average Grade of Students	Sept. Grade Equivalent Score*	Sept. Standard Deviation	May Grade Equivalent Score*	May Standard Deviation	Grade Equivalent Gain
Males:							
Speed	13	11.4	8.07	2.54	11.82	.86	+ 3.75
Accuracy	16	11.5	7.95	2.27	10.34	2.56	+ 2.39
Vocabulary	17	11.5	8.33	2.55	8.81	2.73	+ .48
Comprehension	16	11.5	6.79	3.83	8.22	3.75	+ 1.43
				Weighted average gain:			+ 1.90
Females:							
Speed	9	11.6	9.93	2.47	12.12	.53	+ 2.19
Accuracy	11	11.6	9.80	1.80	11.95	1.10	+ 2.15
Vocabulary	11	11.6	9.05	3.00	10.21	2.88	+ 1.16
Comprehension	10	11.6	7.87	2.86	8.67	3.31	+ .80
				Weighted average gain:			+ 1.56
Total:							
Speed	22	11.5	8.83	2.62	11.60	1.75	+ 2.77
Accuracy	27	11.5	8.67	2.21	10.93	2.19	+ 2.26
Vocabulary	28	11.5	8.61	2.71	9.36	2.82	+ .75
Comprehension	26	11.5	7.20	3.47	8.40	3.53	+ 1.20
				Weighted average gain:			+ 1.69

*Units digit represents year, tenths digit represents month.

Conclusion: With qualification the objective was met. Focus students did not demonstrate predicted gain on the verbal subtests of the Iowa Tests of Basic Skills. Scores on the Gates-MacGinitie Reading Tests, however, demonstrated an overall gain of 1 year and 7 months over 8½ months of schooling. Scores on the math subtests of the Iowa Tests of Basic Skills demonstrated a gain of 7 months over 7 months of schooling.

Objective 2: Self-concept for Focus students will show improvement as measured by the ego strength scale of the MMPI administered on October 16, 1973, and May 16, 1974.

Ego Strength Scale Scores

Students		Oct. Mean	Oct. Standard Deviation	May Mean	May Standard Deviation	Difference
Males	17	45.18	7.30	48.35	5.79	+ 3.17*
Females	9	41.22	8.30	42.67	9.00	+ 1.45
Total	26	43.81	7.74	46.38	7.41	+ 2.57*

Focus males Oct. vs. May correlated means t value: 2.61* with 16 df.
Focus females Oct. vs. May correlated means t value: .81 with 8 df.
Focus total Oct. vs. May correlated means t value: 2.60* with 25 df.

*statistically significant at the .05 level or better.

Conclusion: The objective was met. Males and the Total Group achieved significant ($p \leq .05$) self-concept growth as measured by the ego strength scale. The change for females was in the positive direction but not significant ($p \leq .05$).

Objective 3: Attitude toward school for Focus students will show improvement as measured by the IOX School Sentiment Index administered on October 16, 1973, (attitude prior to Focus) and May 16, 1974, (attitude based on Focus).

School Sentiment Index Total Scores

Students		Oct.		May		
		Mean	Standard Deviation	Mean	Standard Deviation	Difference
Males	14	173.29	20.26	187.11	21.43	+ 13.82*
Females	10	155.00	17.61	215.60	25.35	+ 60.60*
Total	24	165.67	20.93	199.00	26.76	+ 33.33*

Focus males Oct. vs. May correlated means t value: 2.21* with 13 df.
Focus females Oct. vs. May correlated means t value: 5.49* with 9 df.
Focus total Oct. Vs. May correlated means t value: 4.45* with 23 df.

*statistically significant at the .05 level or better.

Conclusion: The objective was met. Attitude toward school as measured by the IOX School Sentiment Index showed significant ($p \leq .05$) improvement as a result of participation in the Focus program.

Objective 4: Focus students will have fewer school suspensions and discipline referrals than they had the previous year.

School Suspensions

1972-73			1973-74		
Students	Suspensions	Average	Students	Suspensions	Average
16	22	1.38	19	28	1.47

1972-73 vs. 1973-74 Wilcoxen matched pairs signed ranks z value: - .28

School Discipline Referrals

1972-73			1973-74		
Students	Disc. Referrals	Average	Students	Disc. Referrals	Average
47	291	6.19	49	209	4.27

1972-73 vs. 1973-74 Wilcoxen matched pairs signed ranks z value: 3.79*

Conclusion: A partial objective only was met. Whereas Focus students evidenced a significant ($p \leq .05$) decrease in school discipline referrals, the number of school suspensions increased. A 1973-74 policy change on smoking violations probably accounted for the increase in school suspensions.

Objective 5: Focus students will have fewer absences and tardies than they had the previous the year.

Absence Tabulations Per Student

	1972-73		1973-74	
Students	Mean	Standard Deviation	Mean	Standard Deviation
60	22.98	14.80	26.57	12.24

1972-73 vs. 1973-74 correlated means t value: - 1.86 with 59 df.

Tardies Tabulation Per Student

	1972-73		1973-74	
Students	Mean	Standard Deviation	Mean	Standard Deviation
60	14.53	10.66	4.08	6.08

1972-73 vs. 1973-74 correlated means t value: 6.57* with 59 df.

Conclusion: The objective was partially met. Absences registered an increase in 1973-74 over 1972-73 and tardies registered a significant ($p \leq .05$) decrease in 1973-74 over 1972-73 based on the records available. Due to the difficulty of obtaining accurate records on absences and tardies it is suggested that the general magnitudes rather than comparisons be evaluated.

Objective 6: Focus students will have fewer police/sheriff contacts and court referrals than they had the previous year.

Roseville Police/Sheriff Contacts

Sept. 1972 - May 1973			Sept. 1973 - May 1974		
Students	**Contacts**	**Average**	**Students**	**Contacts**	**Average**
14	16	1.14	10	10	1.00

1972-73 vs. 1973-74 Wilcoxen matched pairs signed ranks z value: 1.24

Ramsey County Juvenile Court Referrals

Sept. 1972 - May 1973			Sept. 1973 - May 1974		
Students	**Referrals**	**Average**	**Students**	**Referrals**	**Average**
5	6	1.20	5	6	1.20

1972-73 vs. 1973-74 Wilcoxen matched pairs signed ranks z value: .00

Conclusion: With qualification a partial objective was met. Focus students evidenced a nonsignificant ($\rho \leq .05$) decrease in police/sheriff contacts and no change in the number of court referrals.

Objective 7: Parent support of the Focus program will be evidenced by results from a YDP questionnaire mailed to Focus parents in June, 1974.

YDP Parent Questionnaire Responses[1]

1. From your point of view how would you rate the overall Focus experience for your child this past year?

	1[2] a very non-productive experience	2[2] a non-productive experience	3[2] no more or less productive than before Focus	4[2] a productive experience	5[2] a very productive experience	Average of weighted responses
father	0 (.00)[3]	0 (.00)	7 (.29)	15 (.63)	2 (.08)	3.79
mother	0 (.00)	0 (.00)	3 (.12)	15 (.60)	7 (.28)	4.16
father and mother	0 (.00)	0 (.00)	10 (.20)	30 (.61)	9 (.18)	3.98

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[1] Sixty-five father questionnaires mailed, 26 returned.
Sixty-nine mother questionnaires mailed, 27 returned.

[2] Scoring weight assigned for each response.

[3] Number outside parentheses represents responses to that category, number within parentheses represents proportion of responses for that category.

2. From your point of view how would you rate your child's academic progress while in the Focus program compared to what you feel it would have been had he/she been in the regular school?

	much less in Focus	less in Focus	about the same in Focus	more in Focus	much more in Focus	Average of weighted responses
father	2 (.08)	1 (.04)	5 (.19)	14 (.54)	4 (.15)	3.65
mother	0 (.00)	1 (.04)	7 (.26)	12 (.44)	7 (.26)	3.93
father and mother	2 (.04)	2 (.04)	12 (.23)	26 (.49)	11 (.21)	3.79

3. From your point of view how would you rate your child's attitude toward school while in the Focus program compared to what you feel it would have been had he/she been in the regular school?

	much worse attitude in Focus	worse attitude in Focus	about the same attitude in Focus	better attitude in Focus	much better attitude in Focus	Average of weighted responses
father	1 (.04)	0 (.00)	2 (.08)	11 (.44)	11 (.44)	4.24
mother	1 (.04)	0 (.00)	1 (.04)	14 (.52)	11 (.41)	4.26
father and mother	2 (.04)	0 (.00)	3 (.06)	25 (.48)	22 (.42)	4.25

4. From your point of view how would you compare your relationship with your child since before he/she entered the Focus program and after he/she entered the program?

	much worse relationship	worse relationship	no change in relationship	better relationship	much better relationship	Average of weighted responses
father	0 (.00)	0 (.00)	8 (.35)	13 (.57)	2 (.09)	3.74
mother	0 (.00)	0 (.00)	9 (.38)	8 (.33)	7 (.29)	3.92
father and mother	0 (.00)	0 (.00)	17 (.36)	21 (.45)	9 (.19)	3.83

5. From your point of view how would you compare your relationship with the school since before your child entered the Focus program and after he/she entered the program?

	much more negative relationship	more negative relationship	no change in relationship	more positive relationship	much more positive relationship	Average of weighted responses
father	0 (.00)	0 (.00)	16 (.64)	8 (.32)	1 (.04)	3.40
mother	0 (.00)	0 (.00)	10 (.37)	13 (.48)	4 (.15)	3.78
father and mother	0 (.00)	0 (.00)	26 (.50)	21 (.40)	5 (.10)	3.60

6a. If your child is not graduating this year, would you prefer to have him/her in Focus or the regular school program next year?

	Regular School Program	Focus Program	Average of Weighted Responses
father	2 (.10)	19 (.90)	1.90
mother	1 (.06)	17 (.94)	1.94
father and mother	3 (.08)	36 (.92)	1.92

6b. If your child has graduated this year, would you choose to have him/her participate in the Focus program if you "had it to do over again?"

	No	Yes	Average of Weighted Responses
father	1 (.08)	12 (.92)	1.92
mother	1 (.06)	15 (.94)	1.94
father and mother	2 (.07)	27 (.93)	1.93

Conclusion: The objective was met. Academic progress, attitude toward school, parent-student relationships and parent-school relationships showed improvement since student participation in Focus as measured by parent perceptions. Ninety-three percent of parents responding to the questionnaire indicated that they would like their child to continue in the Focus program or would wish to have their graduating child participate again in Focus "had they to do it over again."

Objective 8: The number of Kellogg dropouts (percent dropout rate) will be less than the dropout rate prior to the inception of the Focus program.

Kellogg Dropout Tabulation

	68-69	69-70	70-71	71-72	72-73	73-74
School population:	1,175	1,228	1,389	1,433	1,572	1,566
Dropouts:	30	30	25	39	27	42
Dropouts/student:	.026	.024	.018	.027	.017	.027

Conclusion: The objective was not met. No decrease in rate of dropouts since the inception of the Focus program is indicated. An increase in dropout rate ($X^2 = 2.96$) is noted for 1973-74 compared to 1972-73.

SUMMARY OF EVALUATION FINDINGS

OBJECTIVES	INDICATORS	Ramsey Focus			Kellogg Focus		
		1971-72	1972-73	1973-74	1971-72	1972-73	1973-74
Improve Attitude Toward School	IOX School Sentiment Index	* Increase	* Increase	* Increase	NOT IN OPERATION	* Increase	* Increase
Improve Self-Concept	IOX Self Appraisal Inventory	* Increase					
	MMPI Ego Strength Scale		Increase	* Increase		* Increase	* Increase
Increase Academic Achievement	G.P.A.	* Increase	* Increase	Not Collected		* Increase	Not collected
	Standardized Achievement Tests	13 months gain in 7 months	7 months gain in 7 months	6 months gain in 7 months		1 month gain in 7 months	7 months gain in 7 months
Decrease Tardies	Tally of Tardies	Increase 114%	Increase 96%	Increase 6%		Increase 67%	Decrease 72%*
Decrease in Days Absent	Tally of Absences	Decrease 12%	Decrease 5%	Increase 30%		Increase 21%	Increase 16%
Decrease in School Referrals	Tally of Referrals	Decrease 79%	Decrease 77%**	Decrease 64%**		Decrease 61%**	Decrease 28%**
Decrease in School Suspensions	Tally of School Suspensions	Decrease 73%	Decrease 39%**	Decrease 25%		Decrease 16%	Increase 28%
Decrease in Police and Sheriff Contacts	Tally of Contacts	No data	** Decrease 44%	** Decrease 71%		** Decrease 70%	Decrease 38%
Decrease in Court Referrals	Tally of Referrals	Increase 57%	Decrease 33%	Decrease 78%**		Decrease 36%	No Change

* Statistically significant (p ≤ .05) using a parametric statistic
** Statistically significant (p ≤ .05) using a nonparametric statistic

WHAT WE HAVE LEARNED

WHAT WE HAVE LEARNED

We have learned many things in the process of developing and implementing the Focus program. A lot of learning has been painful; learning by our shortcomings and mistakes. We have tried to cover a lot of what we have learned in our material packages. We have included in this package short statements on some things we have learned about students, teachers, parents, curriculum, and structure. Many of these may seem obvious, some may seem redundant, but they all are important ideas to keep in mind when dealing with disaffected students.

What we have learned about Students:

1. Adolescents need lots of positive recognition.
2. Students need straight, honest feedback, without the use of subtlety that often tends only to confuse.
3. Students need appropriate expectations. Like all people, they live up to the expectations that are set for them regardless of whether they are negative or positive.
4. Students become responsible through being given responsibility.
5. Students need to feel that they are an integral part of the program.
6. Students are human beings and should be respected as such.
7. Success breeds success.
8. Peer pressure is a powerful influence of behavior.
9. Until a student believes he is cared about, little or no positive growth can take place.

What we have learned about Teachers:

1. The needs of teachers are equally as important as the needs of students.
2. A Focus teacher should accept the fact that there will be little positive reinforcement from Focus students.
3. Teachers should relate to their students in a personal way, not using their role to hide behind.
4. Teachers should base their authority on natural, not role authority.
5. Teachers should learn from their students. They can ask for and use student input.
6. Teachers shouldn't rescue their students by doing for the student what they can do for themselves.
7. Teachers should involve themselves in informal play activities with students.
8. A teacher doesn't have to like a student to be concerned about that student's welfare.
9. Separate the individual from his behavior (i.e., I do not like your behavior, but I care about you.)
10. A teacher can learn to recognize when a student's behavior is a game and when it is sincere. Teachers can learn various responses to stop psychological games that could be destructive.
11. It is possible to intellectually care about a student even if he is obnoxious because of what he could be rather than what he is.
12. Teachers are responsible for their behavior and feelings regardless of the behavior and the attitudes of students.

13. Teachers must continue to meet, as often as possible, with other building staff to maintain positive public relations.
14. Teachers must remember that good relations with secretaries, clerks, custodians, cooks, and other support personnel is important to the success of their program.
15. Teachers must remember that other teachers who are not successful with Focus students are still worthwhile capable human beings.
16. It is essential that the administration be kept informed about what you are doing.
17. Almost all problems and crises can wait a little while before being solved--especially if you are not sure what to do.
18. Serious and difficult problems should not be the entire responsibility of one staff member, but should be shared.
19. If you are not successful with all students, that does not mean you failed those students.
20. The only way to avoid mistakes is to avoid attempting anything.

What we have learned about Parents:

1. Parents would like more involvement with schools. In the past this involvement has been primarily negative. They now have the opportunity for positive involvement, some for the first time.
2. Parents need a meaningful role in the program. The staff should listen to and respect the parents' input into the program.
3. Many parents do not know how to function successfully with their children.
4. Parents can be helpful in modifying behavior.
5. Family counseling can become an important part of the program.

6. Many parents need and want help in raising their children.
7. Parents hunger for straight communication about their children.

What we have learned about Curriculum:

1. Curriculum should be aimed at teaching basic skills.
2. Curriculum objectives should be short-range and very concrete. We have found that long range, nebulous objectives do not work with most Focus students.
3. Curriculum should be designed so that constant feedback can be given on how the student is performing--(i.e., daily worksheets as opposed to long-range reading assignments).
4. Instruction should be based on students' needs and abilities.
5. A teacher should learn a variety of methods to meet the individual curriculum needs of the students.
6. Curriculum should begin where the student is.
7. Curriculum must be accompanied with realistic expectations and positive reinforcement.

What we have learned about Structure:

1. Structure is necessary to give initial security.
2. When structure is given with a caring approach, the message the student gets is, "I care about you."
3. Just maintenance is not enough--expect and support growth.
4. Most Focus students do not know how to structure themselves.
5. Lack of structure "sets-up" the Focus student for trouble and failure.

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Package J-1 ____________

LITERATURE RESOURCES

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FAMILY GROUP

Package K-1 ________

FAMILY GROUP OUTLINE

I. Selection of students

A. A boy-girl mix is desirable.

B. Close friends tend to support each other in weaknesses.

C. The usual method of selection is complete random due to the other scheduling needs of each individual. Changes can be made from this when you see the need.

D. Changes during the school year should be kept to a minimum but can be made if necessary.

II. Physical arrangements

A. A separate small room is ideal.

B. The area should provide physical comfort.

1) Soft furniture or cushions on the floor seem to work best.

2) Privacy and as few distractions as possible.

C. Meetings should be held at regular times for a specified period and should begin and end promptly.

D. Interruptions allowed within reason.

1) Telephone calls of importance are o.k.

2) How the group carries on during the leader's absence can give feedback as to how far along the group has come.

III. Attendance

A. Set definite attendance expectations.

B. If attendance becomes a problem it should be assigned to the group as a "group problem."

IV. Rules

A. A few definite rules set up together at the beginning are necessary.

B. Some rules that help to generate the caring principal are needed:

1. Unacceptable Behavior
   - a) Behavior that hurts others
   - b) Behavior that is destructive to the group growth
   - c) Behavior that is harmful to self
   - d) Destruction of program or personal property

2. Focus on Reality
   Discussions should be centered on the here and now, not on past histories or other problems that the group can have no effect on.

3. Confidentiality
   a) Personal material discussed within the group must stay within the group.
   b) The group leader will only share group information with other staff, etc. involved with the students as he deems it would be helpful to the students.

4. Individual Rights
   a) Part of caring is respect for others rights and from time to time this may need to be stressed.
   b) When someone chooses not to answer a personal or stressful line of questioning this should be respected by others.
   c) The group should never be allowed to force another member into exposing personal information.

V. Group Goals and Expectations

A. Recommend that goals and objectives for the group and each member be set early in the group process.

B. Regularly review these goals and objectives to establish if progress is taking place and make any changes necessary.

C. The group leader should briefly tell the group what he expects of them and ask them to discuss their expectation of the group.

VI. New members

A. Some care should be taken to set up some kind of procedure to introduce a new student into an ongoing group.

B. Introducing the new student to some of the group members and letting them prepare him/her for the group.

C. Set up a procedure within the group where it becomes the group's responsibility to explain group rules and goals to a new member.

VII. Group planning and procedure

A. Regularly allow some time to evaluate group process and plan strategies to guide group toward growth.

B. Review and evaluate group progress toward goals.

C. A possible opener is to ask members what they would like to discuss today.

D. When they identify a topic of interest let discussion develop freely, if it becomes apparent the discussion is dying or making no progress switch.

E. From time to time the group leader will identify and assign problems to the group as they come up.

F. Try to allow for a short time at the end of group meeting to summarize and discuss what the group accomplished today.

VIII. Group Leader Responsibilities

A. Pitfalls to avoid

1. Intellectualizing and interpreting - The only time an interpretation is of value is at that moment the student makes the discovery himself.

2. Being judgmental - questioning and clarifying will help both the leader and the student better understand human behavior.

3. Dominating the group - Autocratic leadership is counter productive to individual development. Lead, don't dominate.

4. Being too passive in leader role - Be the leader, passive leadership is no leadership at all.

B. Helpful hints

1. Relax!!! Realize that the group will develop slowly and the first meetings will be somewhat uncomfortable for both you and the students.

2. Mentally separate the child from his behavior. Allow yourself to enjoy the child and teach him to control his behavior.

3. Control your own needs. Your needs for being liked, loved and nurtured should not have to be met by these students.

4. Accept responsibility for what happens in the group. You are the leader. Don't blame the group members for not providing leadership.

5. Observe and check that the group members observe the rules. Protect the group members from themselves and from each other.

6. Demand that each member be responsible for his/her own behavior.

7. Control the anxiety level of the group. Don't allow the students' manipulations and defensive reactions to make you anxious.

8. Be nurturant. Care about your members by deeds, not only words.

9. Be human. Express your feelings openly and honestly.

10. Group silence can be productive.

11. Accept your limitations. Allow the students to teach you to be a group leader. Expect to make mistakes. Learn from your mistakes.

FAMILY GROUP CONCEPT

Family is the backbone of the Focus Programs. It consists of a group of students and one or two staff members, who meet daily to discuss the problems faced by the individual group members and by the total group. The Family Group is designed to encourage students and staff to help each other resolve personal and interpersonal problems. An atmosphere is created which allows and reinforces the age-old principle of man helping his fellow man. Family stresses positive behavior and growth in an atmosphere devoid of hurting. The point is made and remade that to hurt or "cut down" another person is not helping that person to grow and develop. Family stresses the individual's self-worth, personal significance and importance rather than his/her inadequacies and shortcomings.

We believe that the attitudes which lead to and are the result of disaffection can be modified in part by giving each person a positive role to play in a Family Group and in a program designed to help meet his/her individual needs. It is felt that the peer group is the most powerful change agent available to modify human behavior from a destructive to a positive, helping orientation. Conformity of behavior is not the goal being sought. Rather, we seek to impart the notion that man is responsible for his own behavior and has an obligation to help others accept the responsibility for their behavior. The group gives each member an opportunity to be of service to other people and to examine their own behavior in relationship to others.

We believe that students can behave responsibly, that they can know what they are doing and why they are doing it. We also believe that students want the respect and admiration of others and can experience a deep satisfaction from helping others. Family is a structure in which these assumptions are used to encourage positive human development.

Each program provides a system flexible enough to allow each student to display problems yet structured enough to strongly encourage each individual to face these problems and deal with them. A student is not allowed to avoid his/her difficulties. Problems faced by a Family Group member in the program are constantly being referred to the Family for analysis and solution. The students view Family as a testing ground for their assumptions about reality. Using systematic feedback from the entire program, a Family Group is able to assist each member as they deal with social as well as academic difficulties.

The role of the staff members is more than that of a friendly, listening adult. Staff members must continually insist that the group handle its' responsibilities in a positive, helpful manner. They are responsible for maintaining a positive, helping atmosphere where hurting behavior is not tolerated. The staff induces rather than reduces anxiety about deviant behavior on the part of individuals or the whole group. Staff members must not only reinforce caring behaviors but also display by their actions what it means to care about and help another human being.

Staff persons serve as identity models for students. They do not demand that the students accept their personal value system, rather they insist that each student be willing to reexamine and check his/her views in the light of open discussions. The staff maintains and demands a high level of expectation for each Family member, stressing the value of the individual in the social system.

The student identifies with the caring attitude and behavior of the staff and develops a more open and questioning attitude toward life and its conflicts.

In summary, Family Group meetings allow students to deal with problems in an open, caring, positive atmosphere. Each Family member is held responsible for his/her own behavior by the other group members. Stress is placed on helping individuals grow and develop to their full potential. Members are given meaningful social roles as helpers of others. The Family members learn to care by helping and supporting each other through the turmoils of adolescence.

FAMILY GROUP PROCESS

FAMILY is a group process which utilizes the peer group to encourage positive youth development. This process is based on the fact that during adolescence the peer group is probably the most powerful single influence on a youngster's behavior. In Family the peer group's influence is molded to deal with the problems causing student disaffection. By directing the influence of group peers the skillful group leader is able to help a given youngster deal with his disaffection.

The disaffected student learns that he is a worthwhile person by being able to help other disaffected students learn that they, too, can be worthwhile and responsible individuals. The student learns that others care about him when he demonstrates that he is willing to care about them. He learns that he is respected when he demonstrates that he is a productive person. When the disaffected student becomes a caring, responsible, and productive person, he begins to realize that he is in fact a worthwhile person who has something to contribute to society. When his self-concept improves, his fears of rejection and abandonment decrease.

The disaffected youngster often seems to have no individual identity. One reason for this lack of individuality is the student's fear of being different from his peers. He is afraid or unable to believe that he is a unique human being. He fears that if his peers find that he does not think as they do, they will reject him. If they reject him, he fears he will be alone. He finds the world to be a hostile place. He believes that there can be nothing worse than to have to face life alone. The disaffected youngster is really alone and afraid in a world he doesn't understand.

Many disaffected students conform very closely to the values and attitudes held by their peers. They dress, talk, think, and act in a similar fashion. Disaffected students often resemble each other so markedly that it is difficult for the casual observer to identify an individual's personal characteristics from those shared by the group as a whole. While these youngsters appear to be members of cohesive peer groups, closer examination often reveals that the youngsters have no emotional commitment to each other. They don't seem to care about each other. Communication is superficial and deals only with common daily life events. The youngster whose peer group is composed of disaffected students often finds that he is just as lonely being part of the group as he would be if he were alone.

Disaffected students are fearful of rejection. They are afraid to verbalize their personal attitudes and values. They are afraid to share their concerns about their present and future lives. It often takes many months for these youngsters to learn that they can trust the leader and each other. After years of feeling inadequate it takes some time to learn that one's thoughts and beliefs are valuable. As the youngster begins to have trust in the other group members, the leader begins to teach him how to communicate accurately and helpfully with other people. The group leader patiently works toward developing an atmosphere of helpful trustworthiness in the group.

It should be noted that some youngsters are more severely disaffected than others. For these youngsters the loneliness they feel is very painful. At the extreme end of the continuum of disaffection, loneliness stems from long-term alienation from meaningful others. These youngsters do not just fear rejection and loneliness but they fear abandonment. They believe that they are such worthless individuals that no matter what they do, abandonment is certain. Meaningful adults have failed to teach these youngsters a sense of self-worth. They lack self-esteem to the point that they become socially self-destructive.

These youngsters often appear to be attempting to commit social suicide. Their initial manipulations in a group are so obnoxious that it is often difficult for the group leader not to reject them. If their negative social behavior is not dealt with immediately using adequate power and control, the group leader finds himself battling an angry, manipulative group, not just a single member. If the leader rejects the obnoxious member, the other members fear he may reject them too and the group's development is impeded. With these youngsters it is of prime importance that the leader directly convey the message that he cares enough about each member not to allow self-destructive social behavior to occur. The leader rejects the negative behavior, not the youngster. The leader attempts to teach the severely disaffected youngster that he will not be abandoned no matter what he attempts to do.

The severely disaffected youngster will occasionally get himself into trouble with community authority figures. Getting into serious legal difficulty is often an attempt by the youngster to prove to himself that no one cares about him. When the youngster forces the community to hospitalize or incarcerate him, there is a natural tendency for the group leader to breath a sigh of relief, because this obnoxious person has been removed from the group. He often would like to abandon his charge but he knows that to do this would change his relationship with all group members. An effective group leader does not allow a group member to ever feel abandoned. He will use the youngster's structured placement as a means of forming a positive relationship. The leader realizes that behind the obnoxious, manipulative, aggressive facade there lurks a scared, hurt child. He realizes that this youngster wants someone to prove to him that he is of some value. The youngster needs someone to prove to him that he is a worthwhile person who is wanted and capable of being cared about. The leader attempts to involve the peer group in these situations as much as possible. The more group members extend themselves and visit their institutionalized counterpart, the greater is the likelihood that the youngster will have to begin to change his attitude about himself. The more often the group leader is able to visit his institutionalized group member, the more the child is likely to have to revise his view of himself.

During the early stages of a group's development there is often a tendency for some of the more disaffected group members to be very aggressive and manipulative. These youngsters appear to be trying to destroy the group as well as themselves. At these times the leader must become very directive and not allow these students to hurt other youngsters (either physically or emotionally). The leader must deal with each aggressive manipulation immediately whenever it occurs. The leader must respond to each aggressive, destructive move on the part of a group member in a forceful, consistent manner. Group leaders must not only be caring, nurturant and kind people, they must also be powerful enough to maintain control of the group at all times. The group leader forcefully conveys the message to the group that he cares about each individual group member and that he cares enough to be willing to stop all behavior which will hurt one member or hurt the group. Group leaders must be both powerful and nurturant. Too often group leaders feel that the nurturant component is all that is necessary. They are shocked to discover that their groups never develop.

During the initial stage of a group's development it is necessary for the leader to repetitiously point out that it is the youngster's behavior he is rejecting, not the youngster himself. Disaffected youngsters often seem to be asking for rejection but the leader must remember that this is what they fear most. If the youngster feels rejected, then he can feel secure in rejecting the leader of the group and the group itself. The leader nurtures the child but controls the manipulations.

As their manipulations fail, the manipulative group members tend to become depressed. At this time the group leader can begin to demonstrate more caring and nurturant behavior. If each group member feels that the leader cares about him personally and feels secure that the leader will not reject him because of what he says or does, the depressive period can be worked through. When the depressive period ends, the group will then be able to effectively help each youngster grow toward becoming a worthwhile, responsible adult. The presence of depression indicates that the group members are beginning to face the fact they can do something about their own life situations. They are trying to get up the courage to risk changes in the way they handle their problems.

During the depressive period the members often express the feeling that the group is not developing. They express frustration that the group is not demonstrating caring, helping behavior. They want the group but they are not sure the group wants them. In actuality the members have reached the point where they are ready to care and help each other and are ready to allow others to help and care for them, but have not reached the point where they can risk helping and being helped. Trust increases gradually during this period. When the trust level appears to be at an adequate level the group leader begins to teach the members how to care about and help each other. The group leader must gently but firmly encourage risk taking behavior.

The end of the depressive phase is marked by members attempting to discuss minor interpersonal problems (small risks). Communication shifts from discussing events that take place outside of the group to talking about group members and group problems. Initially, the members will not know how to respond to a request of assistance from a fellow member. The leader must personally demonstrate how one human being can assist another. As time passes the members of the group will learn to help each other and the leader will become decreasingly active.

It is not until the group has matured significantly that the basic problem of loneliness begins to be discussed. When the group begins to discuss and deal with this issue the leader knows that the group has achieved its maximum level of operation. For youngsters to be willing to admit their fears of isolation and loneliness, a great deal of trust and respect for each other is required.

Fear of rejection plagues the youngster at each stage of group development. When a youngster is able to express his loneliness and the group is able to help him deal with it, the leader can assume that the individual members no longer fear rejection from the group. They have learned that some people can be trusted. Initially, some youngsters try to force rejection while others sit passively waiting for the inevitable rejection to happen. At first it is difficult for the youngsters to learn that they will never be personally rejected. Behaviors might be rejected but never people. As time passes, they learn that rejection is not inevitable. They learn that they are acceptable, worthwhile people. They learn that they are capable of being liked and appreciated. They learn that change, growth, and productivity gain the respect and admiration of others. Finally, they learn that respect from others leads to self-respect.

The wise group leader realizes that working with groups of disaffected youngsters is like riding a roller coaster that never stops. There is no end to crises. As soon as one youngster passes through a difficult period, two more will encounter difficulty. Youngsters are experimenting with different roles, life styles, and behaviors. The group leader patiently waits and encourages each youngster's growth toward maturity. He supports, challenges, and confronts while remaining nurturant and consistent. Being a group leader for disaffected youngsters is a demanding job. If the leader can learn to use the peer group to assist him, his job can be made easier.

THE FIRST THREE WEEKS

The first three weeks of a group life are very critical. In the first week the leader should establish the basic guidelines and ground rules that the group will operate under for the coming year. The leader briefly tells the group what is expected of them and asks them about their expectations of the group. Often a short didactic presentation of a psychological paradigm is appropriate. A psychological paradigm is a method by which one can organize information about human behavior, such as T.A. or Gestalt. The first year leader will probably find that he is very anxious for something dramatic to happen during the first week, such as a sudden magical feeling of togetherness coming over the group. This rarely happens in groups at any time. The first week will be a drag. At this time the new group leader will begin to question his wisdom about accepting a group assignment.

The second week will move more slowly than the first. The function of the second week is to begin building a cohesive group by giving a common experience to all members. The topic for discussion can vary depending on the interest of the leader, but it should be a structured topic. Adolescents need to learn to talk meaningfully to each other and, like any new learning, it requires time and structure. During the second week, some leaders will ask each group member to take half the session to tell their life history. Other leaders will have their students play some group games. Other leaders will teach goal and objective setting skills.

In the third week, the leader mixes structured discussion with more free discussion. If he is using a specific technique he is beginning to allow the members some opportunity to use the technique. The leader begins at this point to allow basic group dynamics to operate. He begins to make appropriate use of learning by modeling, power vs. nurturance, anxiety control and any special techniques he wishes to use.

By the end of the third week the teacher who is leading his first group is usually more uptight than he was during the first group session. He wishes the group would become cohesive but feels that it never will. The kids seem not to care about themselves, let alone each other. The group leader feels that he does not have the vaguest idea what is going on during the group meetings. The leader is now often so uptight that he will deceive his colleagues and indicate that everything is going fine with his group.

At the end of the third week the new leader is ready to learn about group process. He realizes that group leadership is a complex, difficult task. It is not simply using one's charm to compel kids into more productive behavior. The group will eventually train the leader if he allows it to do so, but the learning process can be expedited by consultation. A group will occasionally function without having the leader function, but this is a rarity. The key to getting a group off the ground is for the new leader to be willing to accept ideas and suggestions from more experienced leaders and experiment with new leadership techniques. Leadership of adolescent groups is an art form and must be learned as such.

The following papers are presented for the purpose of stimulating discussion among group leaders. On first reading the group leader will feel that he understands both disaffection and group leadership. There is a difference between understanding an art form and in performing it. These papers should serve only as a stimulus for further study and discussion.

The teacher will probably discover that by learning to understand group process and by learning to deal with disaffected students his regular classroom behavior will be modified. His control over his regular class group will improve. His ability to maintain a positive learning atmosphere will be enhanced. Most importantly, he will find that the mainstream youngster's behavior is easier to comprehend and deal with because the mainstream youngster's problems differ only in degree from those who manifest overt signs of disaffection.

ROLE OF THE FAMILY LEADER

To Be or Not To Be

The psychological reaction of a teacher who is about to become a family group leader is usually a combination of anticipation and fear. Teachers look forward to the development of a meaningful relationship with the students in their group. Teachers often anticipate the rapid development of a cohesive family group where the participants are open, warm and helping toward one another. Teachers often fear that they will be unable to successfully form a cohesive group. Teachers fear relating to a hostile group of teenagers.

These feelings of anticipation and fear are natural. Most teachers entered the profession because they enjoyed relating to youngsters. Many found that the constraints placed on their role by curriculum development and organizational demands mitigated against their developing meaningful relationships with youngsters. Some teachers found that even in the classroom setting positive relationships did not develop with students because so much time had to be spent on class control and discipline. Some teachers found that they simply could not understand the behavior of many kids. After a few years' experience, some teachers found that they no longer enjoyed relating to youngsters because youngsters can reject, hurt and disaffect. Family group leaders expose themselves to this pain that students may inflict, but they also open themselves to the beauty of the development of a meaningful human relationship.

Before a teacher agrees to lead a family group he must accept the fact that the experience will be both painful and rewarding. A good family group leader will experience the frustration inherent in caring about a youngster who doesn't seem to care about himself. The leader will feel baffled at the undue rejection and anger directed at him by some youngsters. He will feel confused as he is caught in the web of manipulations and games used by his group members to help them cope with their lives.

Along with the pain there is the reward, but that reward is intrinsic--not extrinsic. If the group leader expects his students to love, honor and obey him simply because he is such a wonderful, understanding, feeling human being, he is in for a shock rather than a reward. If the group leader expects his students to meet his personal needs for love, esteem, and self-worth, he will be hurt rather than rewarded. However, if the group leader expects to help youngsters learn to better understand and accept themselves and others, learn better ways to cope with their environment and learn to influence and control their own performance, then the family group experience will be very rewarding for the leader.

The leader's goals have a great deal to do with the success of the group. The leader must have goals and objectives for each student as well as for the group. The leader must place his goals for the students above his own needs. This means that the leader's goals for his own self development must be ordered so that they better reflect the needs of his students. The leader works at developing those skills which will encourage the growth and development of the group members not just those skills which will personally benefit himself.

Every leader must be aware of the fact that he is personally responsible for what happens during group meetings. Group process can hurt youngsters as well as help them. The group leader does not allow the group to force a member to expose personal or confidential information about himself or his family. The group leader does not allow a group member to introduce such information to the group under any circumstance unless that information is germaine to a given point. Family is not a therapeutic group but a learning group. The leader has the responsibility to protect each youngster from the group and from himself.

The best method to assure adequate protection for each group member is to keep the group focused on what is happening between the group members themselves and on what is happening to the members in the school setting. Students will often attempt to explain their behavior by assigning some of the blame to their parents or other people outside of the group. The group leader does not allow this to occur. He holds the youngster responsible for his own behavior.

Discussion of community and home attitudes and events are appropriate for group discussion if they are kept in the context of how different people react to different experiences. Highly personalized disclosures are not appropriate unless they relate to events which effect all group members. Group is not a setting for psychological exhibitionism.

The leader will soon learn to protect the group members because the group will expect this behavior from the leader. The group will have some other expectations of the leader. The group will expect him to be present at all sessions and to be interested in each member as well as in the group itself. The members will expect the leader to help them learn to help themselves and each other. They will expect him to be the leader.

Initially new group leaders tend to either dominate the group or passively let the group run its own course. Neither of these approaches is effective. The dominant group leader turns the members off because he talks too much. He has something to say about everything and since he is the leader he cuts off others from speaking. The leader who tries to dominate a group is usually afraid that the group will fail and is doing everything in his power to be sure that something is happening at all times. There are times in a group's development when nothing seems to be happening; kids don't have problems every day. It takes time for students to learn to trust each other and learn to share problems. If the leader dominates the group the kids will not be able to test out their relationships with each other and the group will fail to develop cohesiveness.

If the group leader is too passive, he will not be in control of the group. Some group members will then be able to manipulate the group, the leader and each other. Aggressive, manipulative members will attempt to destroy the group by attacking individuals and preventing a group trust relationship from developing. Insecure youngsters will become anxious due to the lack of structure provided by a passive leader. Some manipulative youngsters will skip group sessions in an attempt to motivate the leader to become involved individually with them. With tender, passive leadership, the group will usually not develop beyond the manipulative stage. Passive leadership is no leadership at all for adolescent groups.

What To Be

The role played by the group leader is not that of group dominator or observer nor is it that of GURU. The group leader is a teacher. His primary objective is education. He teaches not only by pointing out to his students how their social behavior affects their lives but also by demonstrating positive social skills through his own behavior. Part of the role of group leader is to serve as a model for the young people in his group. He is someone whose behavior can be observed and modeled by the students. If the group leader is open with the students, they learn that it is permissible to be open with each other. If the group leader expresses his emotions directly and honestly, then his group members are likely to do the same. If the group leader shares his personal concerns for the group, then the group is likely to share its personal concerns with the leader.

The group will model the leader's behavior if the leader demonstrates three basic characteristics: competency, power and nurturance. To improve the chances that modeling will occur, the leader must demonstrate that he is first of all competent. He demonstrates his competency by being in control of the group and by appearing to be in control of his own life. The leader conveys the attitude that he has something worthwhile about life to teach his students. The leader conveys the message that he has some possible answers to the questions which bother teenagers.

Second, the leader demonstrates his "power" by feeling free to state his opinions, feelings, beliefs and attitudes and by his willingness to confront and deal with group members who attempt to manipulate the group. The proper use of "power" seems to be the most difficult concept for most group leaders to learn to use effectively. It takes experience to learn how much "power" to use in a given situation. The confrontation and protective skills that fall under the power label are not abrasive. These skills are used in a quiet, passive low-keyed manner. There is a quiet firmness in the proper use of power--no attacking, no brutal confronting, no inquisition. The leader is more like "Caine" in "Kung Fu" than like "Archie" in "All in the Family." The effective adolescent group leader is a benevolent despot. He conveys feelings of warmth, care and concern along with the attitude that he is the boss. Occasionally an abrasive personal confrontation has its place in group work; however, strong confrontation tends to elicit strong defensive reactions from students.

Power used without nurturance increases student disaffection. Power and nurturance are so interrelated that it is a difficult task to learn to balance them properly.

Third, and most important, the leader is nurturant. He demonstrates by word and deed that he cares about the youngster in his group. He feels free to nurture when nurturance is needed. The attitude of the leader is one of warmth and nurturance, not one of criticism and sarcasm. This attitude has to be conveyed through the leader's behavior as well as word. Saying one cares is not as powerful as demonstrating that one cares. Many adults tell youngsters that they care but few demonstrate caring behavior. The student learns through the leader's actions that the group leader really cares personally about him and cares enough to protect him not only from the other members of the group but also from himself. The leader confronts deviant behavior but does it in such a way that the youngster learns that it is his behavior that is rejected not his person. Separating the youngster from his behavior is often a very difficult task and requires a great deal of experience before it can be done effectively; however, it is imperative to group leadership.

One or two of these three factors is not enough. All three are necessary and all three must be in balance. The balance differs for each group and for each individual youngster. It takes time and experience for the leader to learn to effectively use these three factors. The leader must take the risk of being willing to experiment with different usage of all three components if he is to learn to be an effective group leader. If the leader conveys by his actions not just his words that he is socially competent, kids will want to model after him. If the leader is powerful and nurturant as well as competent, kids will model after him.

Control of Group Anxiety

Students' defensive behavior often keeps a group leader from experimenting with his role. The students' defensiveness often makes the group leader anxious, which in turn makes him defensive (just like the youngster). Students' defensive behavior often scares the leader because defensive, manipulative behavior is difficult to understand. Initially, the group leader does not need to understand this behavior. He needs only observe it. Through observation the leader will eventually learn the meaning behind these behaviors.

The leader should allow the students to be a little defensive. Defenses are like an armor that protects the person from the hurting behavior of others. Defenses should not be removed until a youngster has the necessary skills to cope with the stress which necessitates the defenses. The leader keeps the youngster's defenses functioning by asking probing questions, not by making interpretive statements. It is a mistake to directly interpret behavior because this action raises the youngster's defenses too high too fast. Discovering the reason why a youngster behaves in a certain way should be the task of the youngster as well as the leader. The leader should not deprive his group members of the chance for self-discovery.

The degree of defensiveness seen in a youngster's behavior is often an indication of the amount of anxiety the youngster is feeling. A little defensiveness is healthy self-protection. A little bit of anxiety leads one to be motivated to change. Too much anxiety produces hostility, flight or other defensive reactions. The group leader wants the youngster to feel some anxiety about his behavior but not so much anxiety that the youngster's defenses become so strong that the youngster is unable to look at himself. Group leadership is simply the control of anxiety levels. If the group is highly anxious (defensive), the leader can lower the anxiety by asking fewer probing questions, injecting humor or leading the group to discussing more neutral topics. He reduces his power behavior and increases his nurturant behavior. If the group is not functioning because of low anxiety, the leader induces anxiety by probing, confrontive questioning. For a non-working group the leader increases the power component in his role and reduces the nurturant component. Both the power and the nurturant components must be present in adequate amounts before the leader can exert control over the anxiety level of the group. It will take a number of sessions before the group can be controlled by these techniques.

Each group member can tolerate different levels of anxiety. The group leader must be observant of the effect of his anxiety-inducing behavior on each individual member. Implied threats of rejection tend to increase anxiety faster than most other procedures. The slightest hint of rejection can send some youngsters into a highly defensive (anxious) reaction. For example, the leader may be confronting one group member (who can tolerate a great deal of anxiety) rather strongly and observe that another group member is getting very anxious or defensive. The wise leader realizes that his confrontation of one member is inducing anxiety in another member who has a lower tolerance for pressure. What is probably happening is that the anxious youngster is saying to himself, "If Mr. X is rejecting Joe now, he could reject me someday, too." This youngster will probably attempt to find a way to protect himself from eventual rejection. Often the youngster's defensive strategy will be to reject the leader before the leader rejects him.

When one member of the group becomes overly anxious, the group leader should stop what he is doing and reduce that member's anxiety. He does this by explaining what he has been doing and why he is doing it. Rarely is it necessary for a group leader to have secret plans. It is often helpful for group leaders to present their strategies to the group for evaluation and feedback. If a group member challenges his strategy, the leader should listen and reevaluate his position just as he hopes the youngsters will reevaluate their thinking when he challenges them. The group leader must attempt to watch out for his own defensive reactions. Being challenged by a group of kids can arouse anxiety. The leader must control his own anxiety level as well as that of the group. He is responsible for his own behavior and his own reactions.

The leader seeks to get the youngsters to take the responsibility for their own behavior and to take a serious look at how they are behaving and why they are behaving in that way. He does not give them the answers to their difficulties even if he thinks he knows the answers. He encourages them to seek their own conclusions. He may suggest but he never pretends to know. Premature interpretation is a form of direct attack (a defensive type of leader behavior) and serves to increase defensiveness. Omniscient behavior is reserved for God. The proper technique is to question and then make clarifying remarks which help both the leader and the youngster to better understand human behavior. Questioning and clarifying are the two best techniques for helping youngsters learn to help themselves.

Four Dangerous Things

There are four dangerous techniques that can be used by the group leader. They are dangerous because they tend to elicit substantial amounts of anxiety or defensive reactions in human beings. While they have a place in the group leader's bag of tools, they are often misused. Beginning leaders have a tendency to use these techniques when they feel angry or anxious. Before any one of these techniques is used, the leader should question his personal motivation for using them.

The four dangerous techniques are probing, challenging, confronting, and interpreting. Probing is actually nothing more than specifically directed questioning. Questioning turns into probing when the leader is seeking to uncover information that the youngster is resistant to provide. Probing questions are directed at specific feelings, events or attitudes. "Probes" put youngsters on the spot. They force the youngster to deal with subjects which he would rather avoid. "Probes" increase anxiety. Unless the youngster can tolerate the anxiety, probing is counterproductive. If the youngster cannot tolerate anxiety, he will try to avoid the group meeting.

The second dangerous technique for leaders to use is the challenge. Challenging students again makes them anxious but with a different behavioral reaction. If the technique is inappropriately used the youngster's behavioral reaction is likely to be associated with feelings of frustration and anger. If the challenge is beyond the youngster's capabilities, he will often withdraw from the group (psychologically if not physically) or become overtly angry during group sessions. Withdrawal occurs either because the youngster feels that he will be rejected for non-performance or that the leader is incompetent because of the assignment given. Leaders should challenge youngsters only when they are reasonably sure that they have a strong enough relationship with the youngster to withstand the stress of failure. In addition challenges should not be given unless the leader is reasonably sure the challenge can be met.

Confronting is the third dangerous technique. In some ways confronting a student is the most dangerous technique because it is something that most adults do naturally when they deal with children. Adults seem to get some pleasure from pointing out the mistakes of youngsters. If a given youngster has high ego strength (a good amount of self-esteem) and a positive relationship exists between the leader and the youngster, then a confrontation might generate beneficial results. Even if the relationship and high ego strength factors are present, the youngster is likely to view a confrontation as a personal rebuff. For low ego strength youngsters, confrontation will carry a direct message of personal rejection. These youngsters would rather terminate the relationship than risk the adult giving up on them. The lower the youngster's ego strength the greater his feeling of rejection. The more distant the relationship between adult and youngster the greater the likelihood that the confrontation will have zero impact. The adult has to be someone the youngster values before a confrontation will be effective. Feelings of rejection play a major role in disaffection. Until the leader has mastered the technique of helping the youngster separate himself from his behavior, confrontation is a dangerous technique. The leader working with youngsters having low ego strength should use confrontation with extreme care.

The fourth dangerous technique for leaders to employ is interpretation. An interpretation is an explanation of behavior. Interpretation has been discussed above. In addition to those comments, it is important for the leader to understand that the only time an interpretation is of value is at that moment the youngster makes the discovery for himself. Youngsters will reject interpretations (even if valid) made before they are psychologically ready to accept them. The leader helps the youngster arrive at the point of making his own interpretations. This gives the youngster the feeling that he can understand himself and that he can change his own life. The leader's ability to interpret behavior is rarely viewed by youngsters as indicating competence. Rather it is viewed most frequently by youngsters as an attempt by the leader to prove his superiority (and therefore their inferiority). The leader who constantly interprets the behavior of his group members will soon discover his group either will not function without his presence (dependent on his interpretive skill) or he is doing one-to-one therapy during group time. Strong interpretations will drive some youngsters from the group. Moderate interpretations may cause youngsters to learn the art of the "put down." "Put down" is a game played by group members. They make simplistic interpretations which hurt other members. Mild interpretations simply slow the development of group cohesiveness. Interpretation slows the formation of the group because the leader becomes an omniscient judge. Members fear that their statements will disclose to the leader more about themselves than they would like to have disclosed. Trust builds slowly when communication is impeded. A good group leader leads youngsters to making their own interpretations. He rarely interprets for them.

These four dangerous techniques should initially be avoided by new group leaders. Until the group has developed cohesiveness and the leader has an established working relationship with most of the members, these techniques tend to be counterproductive. The beginning group leader should teach his group how to communicate and how to share thoughts, feelings and ideas. The beginning leader is not a therapist. Rather he is a person who is teaching human relations and communication skills.

Summary

During his first year as a group leader, the teacher will learn more about himself and how he can better deal with youngsters than the youngsters in the group will learn about themselves and how to deal with other people. This is the natural process and the new leader should not feel guilty about it. If the new leader allows himself the necessary role experimentation, he will learn to be an effective group leader. The leader will learn to observe and control his students' anxiety. He will learn the proper use of power. He will learn to use himself in a way which will help youngsters grow. The anticipation and fear the leader feels during his first group session will yield to a better understanding of self in relation to youngsters.

The only way to learn to work with youngsters is to work with youngsters. The only way to become a good group leader is to let the youngsters teach you how to do it. The only way for them to teach you how is to attempt new strategies and observe and listen to their reactions. The leader who can be firm, fair and consistent and who is powerful, competent and nurturant can become an excellent group leader.

In conclusion, the following axioms will be helpful in group work:

1) Relax!!! Realize that the group will develop slowly and the first meetings will be somewhat uncomfortable for both you and the students.
2) Mentally separate the child from his behavior. Allow yourself to enjoy the child and teach him to control his behavior.
3) Control your own needs. You are the professional. Your needs for being liked, loved and nurtured should not have to be met by these youngsters.
4) Set goals and objectives for the group and each member and work towards achieving them.
5) Accept responsibility for what happens in the group. You are the leader.
6) Don't blame the group members for not providing leadership. You are the leader.

7) Protect the group members from themselves and from each other.

8) Keep the group centered on what's happening here and now, not on past history or outside problems.

9) Demand that each member be responsible for his own behavior.

10) Be the leader. Don't be passive, but lead. Passive leadership is no leadership at all.

11) Don't dominate the group, lead it. Autocratic leadership is counterproductive to individual development.

12) You are a professional. Allow your competency to be seen.

13) Be powerful. Control the group but don't overcontrol the group. Too much power is as damaging as too little. It takes time to learn to balance power and nurturance. Experiment and learn.

14) Be nurturant. Care about your members by deeds, not only words. Parents often tell their children they love them. A group leader not only tells, he acts.

15) Control the anxiety level of the group. Don't allow the students' manipulations and defensive reactions to make you anxious. The leader is responsible for his own behavior as well as the behavior of the group.

16) Accept your limitations. Allow the kids to teach you to be a group leader. Expect to make mistakes. Learn from your mistakes.

17) Relax!!!!

KEYS TO DEALING WITH DISAFFECTION

Students in the Focus programs have been labeled as being "disaffected." The term "disaffection" has a number of meanings. When used by Focus, disaffection simply means "turned off." In reality most of the Focus students present more problems than simple "turn off." Some of our students are obviously depressed. Others are what we have called "game players" or manipulators. Still other students display angry, aggressive behavior. Most of the students in Focus are obviously unhappy about some segment of their lives. This unhappiness is often masked by many defensive behaviors. It can be hypothesized that the majority of the youngsters served by Focus are clinically depressed. Before one can effectively help the youngster deal with his depression one must have some understanding of its causes.

Most psychotherapists agree that depression is the result of an individual learning during childhood that positive stroking (social reinforcement) from adults is only obtained by inordinate effort. The child learns that it is extremely difficult to receive positive strokes from meaningful adults. The youngster also learns that he had better suppress any anger he feels as the result of his futile stroke-seeking efforts. Any display of anger on the youngster's part often leads to his being punished by the adult. After a few years of this type of learning situation, the child finds it increasingly difficult to even feel angry. What the child comes to feel is depression (depression being defined as anger turned against self). He learns that the expression of anger leads to a withdrawal of the available positive social reinforcement. Any angry feelings felt must then be directed against the self rather than against an external object. As a youngster gets older controlling these feelings becomes increasingly difficult.

Depression is not a simple construct. It has a number of affective layers which range from anger to fear to loneliness. The therapist who states that a given youngster is depressed is really saying that the child has had the sort of life experiences as described above. The behavior manifested by the youngster may take a number of forms. Some of these forms do not look like depression. For example, an angry child may be angry or depressed. If an angry child is depressed, one treats the depression not the anger. To teach the depressed child to control his anger only confounds the depression.

If a youngster is demonstrating angry manipulative behavior, the therapist must determine the cause of this behavior. Often the child will indicate that the source of his frustration (frustration produces anger) is a particular person or group of persons. The child who is actually frustrated by a given situation will be treated by helping him learn new coping behavior. Often the therapist finds that there is no reality basis for the youngster's accusations. Exploration of each indicated source of frustration leads the youngster to indicate that his initial identification is incorrect. The child then indicates that another person or situation is the source of his frustration. This chain of sources can become rather lengthy unless the therapist is able to recognize that the manifested anger is not externally determined but rather results from internal conflict.

Stroke deprivation is a necessary component in depression; however, another factor found in the depressive reactions of our kids is the way in which the parents have reacted to the youngster's transgressions. A parent can either induce guilt or shame. Most parents induce some guilt and some shame. Most of us can feel both guilt and shame. Guilt can be dealt with by most people. Shame produces depression.

Guilt Reaction. The situational complex producing the guilt reaction is one in which the parent's attitude toward the child is loving responsibility and a satisfied recognition and respect for the child's dependency and individuality. The parent expects conformity to necessary codes, but the expectation is in the setting of parental love and pride. Punishment is used to make secure the loving relationship.

The important point is that the child learns that by inhibiting a particular kind of forbidden behavior he is automatically returned to love and increased emotional closeness. The child recognizes that his dependency has not been rejected and that it is the deed and not himself that has been criticized.

Shame Reaction. The parent's attitude toward the child is one of angry rejection of the child himself. The child misbehaves and is punished by total rejection. The discipline given takes the form of humiliation. The child is made to feel as though he is standing naked in front of hundreds of laughing, sneering adults. The child develops the attitude that he is "not O.K." He does not learn that some behaviors are not O.K. but learns that he is not a worthwhile person (that it is he who is "not O.K.").

The child feels that he is inadequate and worthless. Being a worthless strain on his parents, he comes to fear that his parents may abandon him. Sometimes parents will threaten to send the child away. If the parents themselves are unable to separate the child from the child's behavior, the parents may psychologically abandon the child. They come to believe the child to be innately worthless and while not physically removing the child, they refuse to tend to his emotional needs.

Parents of disaffected youngsters often psychologically abandon them during the elementary school years. During adolescence this abandonment may become physical. The parents of these teenagers will often ship them away to school or force them to leave the home (run away). In its mildest form the child and his parents share a house but have no communication or commitment to each other.

Continued shaming experiences lead the child to feel totally worthless. Not only does he feel worthless but he views his parents as being worthless, too; however, the child sees himself to be more worthless than his parents. The child constantly fears abandonment by his inadequate parents whom he feels he cannot trust. He fears his own resentment of his parents because he is certain that its expression will lead to actual abandonment. With increasing age and with aggressive parents, the child feels that he may not be able to control his frustrations and in fact may begin to act out his resentment.

Guilt inducing discipline produces a belief in the child that certain behaviors must be inhibited or extinguished. Following this atonement the child will be restored to loving closeness with the parent. Shame inducing discipline produces a belief in the child that the intrinsic structure of the self is "bad" and that emotional closeness will always be withheld unless some impossible nuclear change of the self is actualized. Also, one of the rules intrinsic to the shame reaction is that the child views himself as different from his parents in some way and this difference is negative. The parents are viewed by the child as being bad, but it is important to remember that the child views himself as being worse.

Feelings of shame exist in all of us. Shame is pathological when it inhibits the expression of other emotions or allows the person to operate on only one emotional plane, such as constantly acting-out or consistent manifestations of withdrawal or isolation types of behavior. The youngster who has experienced an overabundance of shaming feels not only worthless but also feels alone and afraid. He feels so unworthy that no one will be willing to help or care for him. Getting close to people is highly desired but very frightening. To get close to another person gives that person the power to reject and shame.

Many Focus students see their own needs and their own innateness as being bad. Their self-concept is that of being worthless, unworthy and unlovable. Simply, many feel that they are "not O.K." As they act out to meet their needs, they find that society in general increasingly rejects them, proving again that they are "not O.K." Since they believe that they are "not O.K.," any punishment they receive is felt to be deserved.

Our students often seem to be attempting to make us punish them. They seem to be trying to get us to prove that they are really "not O.K." In a sense they want us to reinforce their negative identity. These adolescents seem to want us to see them as they see themselves, shameful and unworthy. These young people are depressed. They are on a self-destructive trip.

When we offer a student positive strokes, affection and care, we induce dissonance into his view of himself. The student cannot understand how we can care for him. He feels that we are fools to be manipulated; for if we really knew him we would reject him. If we allow him to manipulate us, we confirm his notion that we are fools. If we stop his manipulations, reinforce his positive behavior, ignore or reasonably punish his negative behavior and continue to impress upon him that he is "O.K." and that only his behavior is questionable, we should eventually induce enough dissonance to force the individual to take a closer look at himself. If the staff and peer group refuse to accept the concept of innate "badness," the "not O.K." student may have to redefine his self-concept.

The disaffected student: On the surface this individual is often manipulative. Initial confrontations and attempts to stop these manipulations make the student very angry, and he/she probably will attempt to escape control or increase the level and amount of manipulation. If we don't give in to this defensive behavior, the student becomes depressed. This is because the intervention of others to thwart and control his actions forces the individual to have to face his/her sense of badness, worthlessness and shamefulness.

We often see this shame based depression best exemplified when a young person has been incarcerated for a few days. Too often we don't take therapeutic advantage of its presence because we are shocked to find our once aggressive, hostile, manipulative charge quietly depressed and withdrawn. This same behavior may occur in our programs, but again we often do not take therapeutic advantage of the situation because we are so relieved at the reduction of stress on us previously induced by his manipulations.

How can we take advantage of this shame based depression? Display of caring behavior is important as is the explanation to the child that we are not angry with him but with his behavior. Caring and explaining will help develop a good relationship, but still more can be gained. In shame based depression the infantile fears of loneliness, rejection and abandonment are of primary importance. The adolescent's fear of abandonment and loneliness can often be dealt with at the time the depression manifests itself. Since the individual's loneliness and fear of rejection are keys to his/her negative behavior, sensitive caring and sharing of these feelings can often lead to the establishment of a working therapeutic relationship. The teacher and/or the peer group can at this time help the student deal with the issues which are basic to his life.

When a student is angry, manipulative or indifferent on the outside it is hard to remember that he is lonely and fearful on the inside. He/she wants us to reinforce his/her negative identity, but hopes that we will not. He/she wants us to abandon him/her but fears that we will. Sometimes we should not listen to what our students say but rather to what we think they are saying. How would you behave if you were afraid of being rejected or abandoned, and of establishing a close relationship with another person? How would you behave if you felt no one needed you or cared about you? Would you be angry or would you withdraw? No matter which overt behavior you choose to display, how would you be feeling? If you got yourself into so much trouble that you had to be incarcerated or hospitalized how would you want the significant adults in your life to respond?

COOKBOOK

1. Care, nurture and support.
2. Remember the primary key is loneliness.
3. Remember the secondary key is fear of rejection and abandonment.
4. Stop the manipulation.
5. Don't get turned off by the resulting anger.
6. Keep stopping the manipulations.
7. Verbally help the child differentiate between your reaction to him and your reaction to his behavior.
8. Allow the depression to develop. Don't allow the depression to become a manipulation to get you to reduce control. Acting depressed is often a good manipulative tool.
9. Interrupt the loneliness and fears after the depression is established.
10. Don't abandon the student as soon as he/she stops being either angry or depressed, it does not mean he no longer needs you.
11. Care, nurture and support.

TOOLS

Package L-1 ________

TOOLS PACKAGE

The following techniques can be useful resources to the Family Group Leader. In depth training in any of these techniques is not necessary as long as the individual has a good basic understanding of Group Process and Group Dynamics.

The Focus staff members have not been trained in all of these techniques but use a combination of them which seems to be most effective for them. It is left up to the individual group leader to gain more expertise in any one of these areas if he/she so desires. The important thing is for group leaders to share experiences and use of various techniques with each other.

We believe a person can become a good Group Leader through experience in a group, more than through extensive technique training. We believe these techniques to be only tools to make a difficult job a little easier.

CRISIS INTERVENTION

Most healthy and normal kids are equipped with a considerable amount of resilience. They can handle most situations which they experience in stride. This does not mean they can handle them all. At some time, any child, no matter how well endowed, how healthy, how wonderful, even in the best conceivable classroom may be overwhelmed by internal confusion or conflict from within. They may have moments when they are suddenly filled with rage, fear, shame, fury, embarrassment, anger, or fear of consequences. They may experience a flare-up or impulse to do something which they ordinarily would not consider acceptable. They may have mood swings from one extreme to another. At this time, these children need to be given some immediate ego support by an adult who can effectively handle himself in this task.

A child may also be overwhelmed by experiences or events from without. They may face a life situation which is unusual or for which they have not been prepared. At times such situations may be more than anyone could reasonably be expected to successfully cope with. At these times it is also necessary that an adult be nearby to help the student cope with these overwhelming experiences.

Students who are identified as alienated, disaffected, or having emotional difficulties are much more vulnerable to the internal or external complexities they may face in life. Every student should have some person within the school environment who is part of his daily life, and with whom the student is familiar, that he can relate to at these times. It does little good to respond to this kind of student crisis next Wednesday when the feeling is taking place right now. When a student is experiencing emotions or exhibiting behaviors which need attention here and now some adult should be available. All that has meaning to the student who is hurting badly or has lost emotional control is the present. During this time it makes a lot of difference just how well it is handled by an adult.

Fritz Redl calls the intervention technique used in crisis circumstances the "Life Space Interview." A whole cluster full of well developed interview techniques can be described, and teachers can be trained to use them to help kids.

The following suggestions may be helpful in interviewing a student in a crisis intervention technique.

1. Interview behavior has a heavy non-verbal component. The adult should be stable and in control himself and should present a picture of clamness, assurance and concern. Don't panic! Almost no crisis has to have an instant solution.
2. Be polite. Offer a chair and a handkerchief or facial tissues if necessary. Treat the student as a worthwhile human being who has a real problem.
3. Don't tower over the student. Face the student with eye contact at approximately the same level. To frighten or threaten him at this time could result in panic or rage.
4. When you are sure of your ground, it can be good technique to confront a child with your knowledge of his misdeed and not give an inch. This can be a tremendous relief to a student who would otherwise have to clam up, deny the facts, or make a shameful

confession. This will also save time discussing whether or not the student was involved. If the student sees you as an enemy, confrontation is not likely to be successful.

5. Be sparing with the use of "Why?" It is very difficult for a student to explain his reasons and all but impossible to lay out all his motivations for his behavior.
6. Get the conversation going about the actual situation. Get a description of what happened. "Active listen" to what the child says. (See explanation of this strategy as explained by Dr. Thomas Gordon in Teacher Effectiveness Training.)
7. If you think the student is overwhelmed by guilt, shame, or fear, begin by minimizing the weightiness of the problem. Get the problem into a realistic perspective.
8. Say what you know the student wants to say but can't put into words.
9. Provide an opportunity for the student to list his alternatives in dealing with his difficulty.
10. Assure the student that he can do something about his difficulty. He has some control over what his behavior will be and what his emotions are in any situation.
11. Let the student know you will be available for follow-up sessions and that you are interested in knowing how he handles his problem.
12. At some time in the interview, give the student the opportunity to ask you questions or give you additional information.

VALUES CLARIFICATION

Many students who are identified as disaffected or alienated have a very narrow value base or they have a set of values that are often at odds with those of society. Every day, every one of us faces life situations that call for thought, the forming of opinions, decision making, and carrying out some action based on that decision. Some of our daily experiences are routine and repetitious, some are unique and different from anything we have faced before; some are unimportant, some are extremely important and may influence our entire lives. Everything we do, every decison we make, every course of action we take, is based on our beliefs, attitudes and values either consciously or unconsciously. Students have daily encounters with friends, with strangers and with authority figures. They are involved with classroom situations that are often irrelevant and remote from the real things that are going on in their lives. They are constantly being asked and are asking themselves important personal and theoretical questions that will lead them to important decisions and behaviors. The experiences, teaching, preaching, counseling, sharing of ideas and thoughts that most people receive from infancy are many times confusing, in conflict with each other, unclear, or faulty. The development of a value system that is dependable and constructive under these circumstances is extremely difficult. Students of today are confronted by many more choices than previous generations. The tremendous number of alternatives available and acceptable in modern society has made the act of choosing infinitely more difficult and complex than ever before. Unfortunately, many school curriculums offer no planned and designed approaches to help students establish a value system that will help equip them to face their problems.

Many young people who exhibit behavioral problems and emotional disturbances in school, at home and in the community have difficulty in the area of value formation or more accurately, a lack of value formation. There is strong evidence to support the theory that values must be added to the explanation of children's behavior problems. We believe that it is important to provide students with value experiences in the school curriculum. We also believe that the result of this offering will lessen the intensity and frequency of many of the student's behavioral problems. Values clarification is a planned and deliberate part of the Focus program.

The application of values clarification techniques or exercises can take place under widely varying conditions. Any situation where values clarification is utilized should be viewed as one designed to give understanding and experience in the process of valuing. This process is comprised of seven subprocesses based on choosing, prizing, and acting.

Choosing one's beliefs and behaviors.

1. Choosing freely
2. Choosing from alternatives
3. Choosing from thoughtful consideration of consequences

Prizing one's beliefs and behaviors

4. Prizing and cherishing
5. Publicly affirming

Acting on one's beliefs

6. Acting
7. Acting with some pattern

The process of values clarification can be utilized as a self-contained experience and labeled as such, or it can be integrated into the curriculum and taught through the subject matter. In either case the following guidelines will help the teacher engage the student in the valuing process:

1. The teacher should be accepting and non-judgmental.
2. The teacher should encourage diversity, realizing that there are no absolute right or wrong answers for another's values questions.
3. The teacher should respect the individual's choice to participate or not.
4. The teacher should respect the individual's response.
5. The teacher should encourage each person to answer honestly.
6. The teacher should listen and raise clarifying questions with students.
7. The teacher should avoid questions which may threaten or limit thinking.
8. The teacher should raise questions of both personal and social concern.

It is essential that values clarification takes place in an environment of caring and sharing. The attempts to build this atmosphere are sometimes difficult but the potential results are well worth it.

Louis Raths, Merrill Hurmin, Sidney Simon, Values and Teaching, Charles Merrill Publishing Co., Columbus, Ohio, 1966.

Sidney Simon, Leland Howe, Howard Kirschenbaum, Values Clarification, A Handbook of Practical Strategies for Teachers and Students, Hart Publishing Co. Inc., New York, N. Y., 1972.

Merrill Harmin, Howard Kirschenbaum, Sidney Simon, Clarifying Values Through Subject Matter, Winston Press, Inc., Minneapolis, MN, 1973.

Sidney Simon and Howard Kirschenbaum, Readings in Values Clarification, Winston Press Inc., Minneapolis, MN, 1973.

POSITIVE PEER CULTURE

One group method presently being utilized in the school setting is Positive Peer Culture. This method was introduced by Harry H. Vorath. Mr. Vorath demonstrated the effectiveness of this concept in modifying aggressive delinquent behavior in a variety of institutions throughout the country. This model has now been adopted and is being used by a number of institutions in the state of Minnesota such as: Minnesota State Training School, Hennepin County Home School, Project Newgate, and the Minneapolis Public Schools. The Center for Group Studies was organized to establish a national training center to prepare personnel to use more effective methods in helping rebellious youth to adjust to our society.

Positive Peer Culture utilizes a peer group approach that assumes that the opportunity to do good and be good has universal appeal and that a common problem for the large majority of acting-out youth is a poor self-image. "The group is guided by the leader to develop feelings of self-worth, of significance, of importance to others, of dignity, of desire to do good and be good. This includes opportunities and challenges to be of service to others and positively express group approval for being of service. This includes examination of one's own behavior in relation to the reactions of others in an atmosphere where the group intent is to help and not to hurt. It includes intensive exposure to a subculture permeated with the positive values of respecting and helping others as well as self-respect. It includes accepting responsibility for protecting others from hurt either self-inflicted or resulting from the actions of others."[1]

In the use of this method the responsibility for the individual student's behavior is placed on the group themselves, not upon the staff. This way the group can begin to see that various individuals are behaving in a way that hurts others within the group rather than the staff person. When the group recognizes itself as the body which is responsible for its group members they can begin to develop positive ways of showing care and concern. Students soon recognize the reward of helping others and value this over other material rewards. When a group begins to show care and concern students are encouraged to openly share problems within this setting where other humans want to help him/her solve individual problems, not punish him/her because the problem exists.

The role of the group leader is to make sure the group handles their responsibility, to guide the group to question values, and to support students caring about one another. The group leader must establish high levels of expectation and call the attention of the group to specific problems that he/she spots within a group.

The group will attempt to identify each member's problems through group discussions and the behavior the member exhibits in and out of group. It then becomes the responsibility of the group to help each member understand the problems and set goals to effectively deal with the problems in order to solve them. The group is responsible for evaluating each member's progress and determining if the problem is solved.

This is a brief overview of the Postive Peer Culture method. Those interested in further information and training should contact the Group Studies Center in their area or write to: Michigan Center for Group Studies, 400 N. Pennsylvania Avenue, Lansing, Michigan 48911.

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[1] Vorath, Harry H., ACSW, Positive Peer Culture, Revised Edition, Group Studies Center, January 1, 1972.

TRANSACTIONAL ANALYSIS -- Dr. Eric Berne, M.D.

Transactional Analysis is a tool which most people can understand and put to use. It is not only useful for teachers, but it is beneficial for students as well. It encourages the use of words that are simple and direct rather than psychological, scientific words or jargon. It is an outstanding communication system with which to talk about what is going on between people and within oneself.

Transactional Analysis is a rational approach to understanding behavior and is based on the assumption that any individual can learn to trust himself, think for himself, make his own decisions and express his feelings.

Transactional Analysis primarily concentrates on the following phases of behavior: One, Personality or the Ego state structure. This consists of the Parent Ego state which contains the attitudes and behavior learned from external sources, primarily parents. It is often expressed towards others in critical, prejudicial, and nurturing behavior. Inwardly it is experienced as old Parental messages which continue to influence the inner Child. When you are acting, thinking, feeling, as you observed your parents to be doing, you are in your Parent Ego State.

The personality also includes the Adult Ego state which is identified as the objective, organized, adaptable, intelligent, reality based ego state. Its function is to gather data and information, test reality, estimate probability and compute dispassionately. The Adult Ego state does not relate to the age of a person.

The Child Ego State contains all the impulses that come naturally to an infant. It includes the recordings of his early experiences, how he responded to them, and the beliefs he took about himself and others. It is expressed as "old" behavior from childhood. It has primarily to do with feelings and emotions. It continues to function throughout life.

A second emphasis of Transactional Analysis has to do with the analysis of what people do and say to one another. Anything that happens between two people will involve a transaction between their ego states. When a person sends a message to another, he expects a response. All transactions can be classified as (1) complimentary, or satisfying; (2) (2) crossed, or unsatisfactory; or (3) ulterior, or crooked and dishonest.

A third phase of T. A. is game analysis. This has to do with transactions between people which are dishonest and destructive. The games are psychological games. They have a beginning, a set of rules and a conclusion or pay off for the players. They can be played with different degrees of intensity, from being socially acceptable to the criminal homicide/suicide level. They can be classified, identified, and recognized as a form of transaction that everyone participates in.

A fourth stage of T. A. has to do with script analysis. Script has to do with the life dramas that persons have been programmed to compulsively act out. Script can be briefly defined as a life plan. Some aspects of this plan may be constructive and others destructive. In either case it implies lack of freedom to live a life plan decided upon by ourselves. With this awareness it becomes possible to make realistic decisions about our lives rather than blindly and compulsively following a plan from other sources.

T. A. teaches that people are responsible for their behavior and their feelings, that they can do something about their behavior and feelings if they are unsatisfactory and that no one has to be unhappy or live an unsatisfactory life if they choose not to.

REALITY THERAPY AS A TOOL

Reality Therapy - William Glasser, M.D.

Reality Therapy is based on realism, or reality. Glasser believes that people who have the ability to fulfill their needs are those people who are successfully functioning with themselves and the real world. He identifies these people as being responsible. They are emotionally and mentally healthy people. They can give and receive love. A responsible person also does that which gives him a feeling of self-worth and a feeling that he is worthwhile to others. He is motivated to strive and perhaps endure discomfort to attain self-worth.

Some people deny the reality of the world around them. These people are unsuccessful in their effort to fulfill their needs no matter what behavior they use. Their efforts to satisfy their needs are socially unacceptable, and/or destructive to themselves or others. These people are not emotionally and mentally healthy. They have adjustment difficulties to the real world. They are identified by Glasser as being irresponsible. Over half of our students at one time or another, to one degree or another, fit this classification. Since we have so many students like this in our school systems, it seems irrational to use any model or approach which does not recognize the existence of these students and their needs.

The Focus model operates under the premise that one of our most important tasks is to teach students how to be responsible. Students need to have someone such as parents or teachers, to whom they are exposed intimately enough and who care enough about them to both love them and discipline them if they are going to learn to be responsible. Students need a model which demonstrates responsibility. This means we will not tolerate unacceptable behavior just because its easier to avoid it, or we don't want to be disliked, or that we say yes when we mean no, or no when we mean yes, or we become permissive out of pity. It means we care enough to suffer the pain and hassle we may have to go through to insist on responsible behavior because we care. Glasser says that taking the responsible course will never permanently alienate the child. He also says: "We gain self-respect through discipline and closeness to others through love. Discipline must always have in it the element of love. . . . similarly love must always have in it the element of discipline."

"The major difference between therapy and common guidance that is effective is in intensity, not in kind."

"The specialized learning situation which we call Reality Therapy is made up of three separate intimately interwoven procedures. First, there is the involvement. The therapist must become so involved with the patient that the patient can begin to face reality and see how his behavior is unrealistic. Second, the therapist must reject the behavior which is unrealistic but still accept the patient and maintain his involvement with him. Third, the therapist must teach the patient better ways to fulfill his needs within the confines of reality."[1] The Focus approach substitutes the word teacher for therapist and the word student for patient in the three procedures listed above.

Glasser also believes, and we concur, that the most difficult phase mentioned above is the first, but that unless the involvement between the teacher and student takes place there can be no real change. We have used this approach. We have been successful with this approach. We have learned it does not require highly trained professional therapists. We have learned we will not hurt students with this approach and we recommend it highly as one of the tools to effectively work with all students, especially the disaffected.

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[1] Glasser, William, M.D., Reality Therapy, A New Approach to Psychiatry, Harper and Row, New York, 1965.

We have employed a modified version of the Glasser approach which we use for unacceptable behavioral situations. This version is described elsewhere in this package.

BEHAVIOR MODIFICATION AS A TOOL

This description is designed to serve as a guideline of behavior modification techniques the Focus Staff has found useful with Focus students. It is not to serve as an outline to set up a behavior modification program.

Behavior modification works because it is a basically simple, structured formula for success. It is an effective means to change behavior. Also, behavior modification can be used in conjunction with existing theories and programs and without conflicting with them.

Behavior modification operates on the principle that behavior is influenced by its consequences. If a student feels good about what he has just done he will do it again. If he feels bad, he will not do it again. Also, a student will do something he doesn't like in order not to lose something he does like.

A critical element in this technique is what makes the student feel good, the reinforcement. Positive reinforcement or rewards are usually preferable to negative reinforcement or punishment. Punishment has its place but only as a last resort. One of the best ways to discover what is reinforcing is to ask the student. One must be careful, however, to prepare a list of possible choices since the student may find it difficult to decide when given unlimited choices. Remember, learning may eventually become its own reward, but initially it is not sufficient to maintain much work and short term rewards must be devised.

Three steps should be taken when a change in behavior is desired. It is first necessary to specify the behavior in objective and observable terms.

Next, one must specify the contingency - reward or punishment. Last, specify the consequences - an increase or reduction in the behavior (also objective and observable).

An example of this process is illustrated by the desire to have a student work on math problems. The student likes to play the tape recorder. The desirable behavior is the completion of five math problems in 15 minutes. The contingency is positive or awarding 10 minutes free time to play the tape recorder. The consequence is the completion of five math problems in the specified time.

In the development of procedures described above to change behavior it is important to remember several items. First, be consistent. Do not grant free time on one occasion and not grant it for the same performance the next time. Second, think small. Concentrate on small areas of change and build up from there. Third, establish functional behavior. It is important to develop changes that will be maintained and reinforced outside the school environment. Fourth, start where the student is at not where you think he should be (be empirical). Fifth, reinforce each unit of response and have short intervals between behaviors and reinforcements. If the reinforcement is not frequent the student will either lose interest or fail to associate the reinforcement with the behavior.

Behavior modification is effective but takes work. Be prepared for many failures and false starts. If one design does not work, recycle it changing the design. Given a fair trial the program will prove successful for both teacher and student.

For further information concerning reinforcement, refer to the Reinforcement Section in the Focus Informational Booklet, page 16.

TEACHER EFFECTIVENESS TRAINING AS A TOOL

The Focus model uses some of the basic skills described by Dr. Thomas Gordon in his book Parent Effectiveness Training. We believe some of these skills have been invaluable to us when working with disaffected students and that they can be equally valuable to anyone else who works with people.

Gordon begins by classifying behaviors into acceptable and non-acceptable categories, and follows that by an explanation of problem ownership. The question of who owns the problem obviously has much to do with the solvability of the problem. We can only solve our own problems--only others can solve their problems. One of the techniques Gordon uses when the other person has the problem is to use the skill of active listening. Active listening employs feedback to a person about how the listener decodes what was said with a strong emphasis on feedback of feelings. This skill can be learned by anyone and with practice may become the most single valuable tool a teacher can have who works with kids with problems.

Another skill which is emphasized by Gordon is the "I" message. This is simply a way of presenting a problem that I have to someone else in such a way as to communicate feelings and to possibly enlist the help of another person in its solution. This too is a very effective technique.

When active listening and I messages don't work, Gordon suggests an approach that he describes as the "No-lose" method of solving conflict. Basically, this is a democratic approach that employs the following six steps:

1. Identifying and defining the conflict
2. Generating possible alternative solutions
3. Evaluating the alternative solutions
4. Deciding on the best acceptable solution
5. Working out ways of implementing the solution
6. Following up to evaluate how it worked.

The entire Effectiveness Training approach fits in very nicely with other approaches. We believe it should be strongly considered as a training requirement for anyone who works with disaffected students.

Gordon, Dr. Thomas, Parent Effectiveness Training, the "No-Lose" Program for Raising Responsible Children. Peter H. Wyden, Inc., Publisher, 750 Third Ave., New York, N. Y. 10017, 1970.

PROCEDURES FOR DEALING WITH UNACCEPTABLE BEHAVIOR

Alexander Ramsey Focus has developed a concept and a strategy to use when dealing with students who are having behavioral problems. The following items make up the basic elements of this approach:

1. Be fair
2. Emphasize student responsibility
3. Treat each student in a consistent manner
4. Do not use punitive means
5. Include persons who have relationships with the student
6. Include all persons involved in the behavior
7. Use peers to examine and help resolve the problem.

This approach is a modified and combined version of techniques used by Dr. William Glasser, the author of Reality Therapy; Dr. Thomas Gordon, the author of Parent Effectiveness Training, behavioral modification techniques, and Dr. Eric Berne's transactional analysis concepts.

Our first approach, when a student is exhibiting undesirable behavior, is similar to that recommended by Glasser. We check on the student's identification of the problem by simply asking: "What are you doing?" or "What's happening?" or some question which places the burden of awareness on the student. The entire approach is low key, non-threatening, and as individual and private as possible. The second question is "Is it helping you?" or "Is it helping anyone?" There are many ways of phrasing this statement so it doesn't become repetitious, and so the responsibility is placed upon the student. If it is determined that helping behavior is not taking place, the student is asked to make a plan about what he intends to do to make his behavior acceptable. The plan should be simple, concise, and include the elements of time, frequency and ways of identifying when it has been accomplished. The plan is presented to all involved persons for acceptance. If accepted, the plan is then stated on paper, and is dated, signed and distributed to all persons involved. It is kept in the student's file for verification if the contract terms are questioned and to keep an accumulative record for future reference and grading. After the plan has been accepted it is necessary for the student to demonstrate a commitment to the plan. Our emphasis is on: "When are you going to do what you said you would do?", not on excuses that can come out of questions like "Why didn't you do it?' We are interested in behavioral change rather than punishment. In most cases punitive methods simply result in the student avoiding the punisher and continuing the behavior when the teacher is not present. The entire process which was just explained is used by the teacher or staff member within the classroom as the behavior occurs. A summary of the steps described is listed as follows:

1. What are you doing?
2. Is it helping?
3. Have a plan
4. Make a commitment
5. No excuses
6. No punishment

In situations in which undesirable behavior is of a more serious nature or when destructive behavior becomes continuous the following steps are followed: First of all the teacher goes through a self-evaluation based on the question: "What have I been doing?" to discover if the teacher could have contributed to the problem or if the teacher's approach was ineffective. The next step would be to quit doing what doesn't work. At this point Glasser recommends that a full effort be made to give the student some type of verbal or non-verbal positive attention every day. This could include a smile; a touch, a warm greeting; compliments about appearance, achievements, attitudes, etc.; and other forms of recognition. At this stage it is also important to confront the behavior by telling or commanding the student to "stop that!" with emphasis on showing disapproval of the behavior rather than the person. Next, repeat the steps of "What are you doing?" "Is it helping you?" and then work with the plan again. This may be the time for the student to have a conference with a Focus staff member who is assigned to the role of counseling students with more difficult problems.

In the Focus model one of the staff members is identified who can most effectively use crisis intervention techniques. This may be determined by experience, training, personality, potency or some combination of these factors. This staff member is then given one hour a day (we prefer first period for a variety of reasons which are discussed elsewhere) to see students who are referred to him or whom he seeks out for one-to-one conferences.

While the student is working on an acceptable plan with the above described staff member he is kept in isolation within the area. By isolation we mean the student does not participate in class or family activities but is separated within his assigned room, or some other supervised room, to work on his plan. The student will stay in isolation until his plan has been completed and accepted. No credit is given for work which is missed during this time.

If the student is still demonstrating unsuccessful behavior, other alternatives must be considered. These other alternatives may include a conference with the building principal or his assistant, it may include his parents, it may include his probation officer (if he is on probation), it may include a meeting with his peers, or it may include a group meeting consisting of any of the above and his teacher or teachers.

More serious circumstances may result in outside help from the school psychologists, welfare case workers, police or corrections personnel and other community agencies such as mental health centers, public health agencies, youth referral agencies, and others mentioned in the community resources materials. Some of the possibilities that can come out of the use of the Juvenile Court System is assignments of students to Outward Bound Camps, ranches, psych wards, drug prevention centers, foster homes and other treatment options.

A final step is to remove the student from school if it appears that all of the resources of the staff, the system, the peer group and other community agencies has not been successful in any of its strategies. It should be mentioned that the help of peers and the Family Group Process is used constantly in all phases of reacting to student behavioral problems. A summary of the steps used in more difficult situations is listed below:

1. What have I been doing?
2. Stop doing what doesn't work
3. Be physically and verbally nurturant
4. Command: Stop that!
5. Repeat steps: "What are you doing?" "Is it helping?"
6. Conference
7. Isolate

8. Work with plan again
9. Get outside help
10. Try other alternatives
11. Removal

Throughout our procedure for dealing with serious unacceptable behavior we attempt to follow due process procedures and to keep parents and school officials informed. This is accomplished by personal contacts with parents and administrators, phone calls, letters and conferences. The purpose of this procedure is to serve the legitimate concern of these people, to recognize the impact that their involvement may have on the student's behavior and finally to serve notice that if the student continues to function unsuccessfully he will force his own removal from the program.

The student who ultimately forces his removal from the program will have consistently refused to demonstrate concern for himself and/or others in the program. The following might be examples of this undesirable behavior.

Refusal to demonstrate concern for self and/or others in the program:

1. Example: Consistent and continuing behavior that is disruptive to the point of preventing other students from accomplishment.
2. Example: Consistent and continuing failure to make any attempt to participate in class or Family Group Activities.
3. Example: Continuing failure to fulfill attendance requirements.
4. Example: Consistent and continuing behavior in the school, outside the Focus area, which is detrimental to oneself and/or the Focus Program.

WORK EXPERIENCE

Package M-1 ______

WORK EXPERIENCE

An area of emphasis in Focus is the state funded Work Experience component. Students in this course meet for one hour a day in an occupational relations seminar and discuss such topics as self-development, work problems, human relations on-the-job, and a variety of other work related subjects.

Students in this class are permitted to work in various areas such as distributive education, food services, trades and industry, office occupations, and health occupations. Each job must meet state and federal labor law requirements, and must be supervised by the teacher-coordinator. The teacher-coordinator also works with community businessmen to sell them the idea of work experience for high school students in cooperation with a basic education program.

While many students in the Focus program do not function well in a traditional school setting, many can and do function well in a work setting with vocational guidance. The role of the Focus Work Experience Coordinator is as follows:

1. To provide each student with an opportunity to have a work experience, so as to give them an accurate view of the responsibilities and realities of employment.
2. To find work stations for at least 75% of those students enrolled in the program.
3. To give instruction in those job basics that the student encounters during his period of employment, i.e., social security, tax withholding, unions, computation of wages, and human relations on the job.

4. To give instruction of a "pre-vocational" nature, such as self-evaluation, self-development, social and physical assessment, vocational guidance, and introduction to various social agencies that exist for the disaffected student (see community resource guide).
5. To act as team leader in designing individual student adjustment plans utilizing rehabilitation counselors, instructional staff, etc.
6. To maintain records as required by the State Department of Education.
7. To develop training agreements between student and employer relative to role and responsibility on the job (to be signed by parent).
8. To develop in each student the view that he/she is an active productive member of society and that he/she is capable of future growth and development towards a productive vocation.

Teacher-Coordinator Certification*

The teacher-coordinator qualifications are:

a. Four-year degree
b. One year or 2000 hours of work experience
c. Course work in philosophy of vocational education and coordination techniques
d. Annual attendance at upgrading workshop dealing with special needs students.

Funding

Monies for reimbursement of vocational staff are available in every state in the union. By Federal Law, 15% of state monies have to go for vocational education of the disadvantaged. The following is an excerpt taken from the Minnesota State Plan for Vocational Education.

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*Section 1.33-2.3, State Plan Vocational Education, Minnesota 1973.

Percentage allocation of federal vocational funds provided by the law are:

1. Vocational education for disadvantaged persons shall be at least 15 percent of the total allotment for any fiscal year appropriated under section 102(a) of the Act or 25 percent of the allotment in excess of the base allotment, whichever is greater.
2. Post-secondary vocational education shall be at least 15 percent of the total allotment for any fiscal year appropriated under section 102(a) of the Act or 25 percent of that portion of the state's allotment in excess of its base allotment, whichever is greater.
3. Vocational education for handicapped persons shall be at least 10 percent of the total of the allotment for any fiscal year of funds appropriated under section 102(a) of the Act.

Base allotment means the sum of the allotments to Minnesota for fiscal year 1969 allocated under the various vocational acts.

Percentage requirements in 1. and 2. may be waived upon request of the State Board and concurrence of the Commissioner upon his finding that the requirements impose a hardship or are impractical in their application to this state.

Funds allocated under 3. must be used for vocational education of handicapped persons and use of these funds cannot be waived.

3.12 Identification of Disadvantaged Persons

In order to be classed as disadvantaged and a program be eligible for the 15 percent set-aside funds, an individual must be identified in one or more places on the following grid.

The disadvantaged characteristic along the left side shall have caused an individual to be affected in one or more remediable conditions across the top.

CAUSE-CHARACTERISTICS	REMEDIABLE EFFECTS OF DISADVANTAGEMENT							
	ACADEMIC				SOCIOECONOMIC			
	SPEAK/ COMPREHEND 1.1	READ/ WRITE 1.2	COMPUTATION 1.3	GENERAL 1.4	HOSTILE 2.1	PASSIVE 2.2	ECONOMIC 3.0	OTHER (specify) 4.0
A NON-ENGLISH LANQUAGE BACKGROUND								
A1 Spanish								
A2 American Indian								
A3 Eskimo								
A4 French								
A5 Other (specify)								
B LOW-INCOME FAMILY								
B1 On Welfare								
B2 Not on Welfare								
C DROPOUTS								
C1 Actual								
C2 Potential								
D MIGRANT WORKER FAMILY								
E DEPENDENT/NEGLECTED/ DELINQUENT YOUTH								
E1 Dependent/Neglected								
E2 Delinquent								
F RACIAL/ETHNIC GROUP								
F1 Negro/Black								
F2 American Indian								
F3 Spanish Surnamed								
F4 Other (specify)								
G ADULTS								
G1 Illiterates								
G2 Unemployed/Underemployed								
G3 Offenders								
H GEOGRAPHIC-TRANSPORTATION ISOLATED								
H1 Rural Isolation								
H2 Urban Isolation								
I OTHERS (specify)								

3.13 Identification of Handicapped Persons

The State Board and the local education agencies will identify as handicapped those persons who satisfy the definition in Rules and Regulations 102.51(i). The procedure for identification of handicapped persons is based on the determination of two factors:

1. The general indicators that identify characteristics of special population groups as being different from the general population and their incidence in the general population.
2. The relationship of these general indicators to educational need. More specifically, the extent to which the general indicators make it necessary for a person to receive special vocational education services.

In addition, the indicators that describe special population groups are as follows:

5. Seriously emotionally disturbed
    a) Learning disabled
    Definition of the United States Office of Education Bureau of Education for the Handicapped, 1969.
    b) Seriously emotionally disturbed
    Definition of the United States Office of Education Bureau of Education for the Handicapped, 1969.
    c) Socially maladjusted
    Juvenile offenders, incarcerated delinquents and felons or those persons who show other forms of social deviance.

Further information can be gained by writing to:

Mr. Robert P. Van Tries
Assistant Commissioner
Vocational-Technical Education Division
5th Floor Capitol Square Building
St. Paul, Minnesota 55101

or

Colleen B. Kish
Vocational-Technical Certification
State Department of Education
543 Capitol Square, 550 Cedar Street
St. Paul, Minnesota 55101
(612-296-3387)

or

Hal Birkland
Coordinator of Special Needs
Vocational-Technical Education
Capitol Square Building
St. Paul, Minnesota 55101

Results

Work experience has proved to be a valuable component of the Focus program. A December 1973 report of the *National Association of Secondary School Principals* also confirmed our evaluation data on the effectiveness of work experience programs. "Dropout prevention programs appear to be successful when viewed in terms of their limited objective of keeping students in school by providing them with financial assistance."[1] "*Satisfaction with school increased to a significantly greater degree among students participating in the work education program than among those working but not involved with the program*."[2]

We believe that our findings in the Focus program and the data available on the subject show that Work Experience is a very viable option for the reduction of alienation among today's youth and is an essential component of the Focus Model.

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[1] "School-Supervised Work Education Programs" December 1973, Publication of the National Association of Secondary School Principals, Washington, D.C.

[2] *Op cit.*

SPECIAL LEARNING BEHAVIOR PROBLEMS

Package N-1 ________

SPECIAL NEEDS STUDENTS IN FOCUS

The impact of someone trained in the areas of Special Learning and Behavior Problems and/or Emotionally Disturbed or Socially Maladjusted can primarily be felt in direct work with students, curriculum development and modification, and staff consultation. The training and experience of such a person encompasses a wide range of materials and methods that directly apply to the Focus student. However, it must be recognized from the onset that in analyzing Focus staff expertise Rabinow's (1960) statement that the artistry of the individual teacher is far more significant than the trainable competencies definitely applies.

By the time of referral to the Focus program a student has generally been labeled and relabeled several times in his educational experience. Some of these categorizations carry with them programs for remediation, clinical help, medical involvement, even removal from the mainstream system. Because the student still is not functioning within the traditional system we have to assume that previous interventions were not 100% successful and/or that the student's problems are of such a serious nature as to demand continuing help. It is extremely difficult to delineate the exact causation of the student's problems after a history of repeated failure to progress both within the academic areas and in the socialization process. Therefore, it is often helpful to refer to such students as having special needs rather than by a limiting label. This is especially true when such labels are carelessly applied and serve to separate students.

One such special needs student, within the Focus program, is characterized by a high level of nonverbal ability accompanied by relatively low verbal ability. Traditionally this pattern, when identified in intelligence testing, often describes a student with learning problems which are most often seen as an inability to read, write, spell, and do computations consistent with ability.

When such a learning problem is suspected the SLBP person is trained in individual testing and diagnosis so that it can be determined if a student is deficient in one or more of the learning areas. Based on assessment results recommendations for curriculum modifications based on the student's strength and weaknesses can be given to Focus staff as well as mainstream teachers involved with the student.

ASSESSMENT

The (PIAT) Peabody Individual Achievement Tests have been very helpful in assessing the overall academic limitations of a student. The subtests are administered individually and yield reading recognition, reading comprehension, math, spelling, and general information scores. This test has been superior to the Wide Range Achievement Test (Jastak) as far as defining a starting point with a student. If a Weschler Intelligence Scale for Children (WISC) or similar individual intelligence test is not available, a student can be given a Peabody Picture VocabularyTest as a rather gross test of ability to compare to the test of academic achievement.

After looking at the PIAT or other testing it is sometimes necessary to do further diagnostic reading testing. The Spache is adequate in assessing individual needs and as an instrument to demonstrate student reading progress. However, there are many other individual reading tests that might better fit a specific remedial approach.

An SLBP individual assessment might also include a handwriting sample, antedotes of observable behavior, social and/or emotional maturity rating, personal interview, and additional tests in specific areas such as computation, money, sentence construction or coordination. By this age learning and behavior problems are often very interrelated and too much of an attempt to sort out identifiable--remedial problems is often futile. It has helped to remember that much of what is known about learning problems today is folklore, and that a diagnosis of brain injury can only be made with certainty at autopsy (Reger, 1965).

It is much more helpful to look at how the student is functioning today and assist, in whatever ways are available, to modify his behavior to increase the probability of success in school. If we assume that all students are ready to learn something, despite their deviate behavior, it becomes a problem of not only discovering what the student wants to learn but also how he will most readily learn it.

Students exhibit several different learning modalities. Some learn by reading about it, others by seeing it done, others by hearing about it, and still others by actually doing it themselves. Most students actually use a combination of learning strategies but we must be aware of the student who is severely limited in one or more learning modality. Often the student who can not read can learn by listening.

Sometimes it becomes necessary to do a cost analysis of continued remediation of a skill deficiency such as reading. Occasional failure to teach some students certain skills appears inevitable. However, it is then even more important to teach this student adequate coping skills. If the student can not read maybe the student can be a better listener. If the student can learn only a limited number of words, which words will be necessary in the everyday world? If the student can not write, can typing be taught? One very recent addition to helping students with computation deficiencies is learning to use a calculator. In many cases teaching a coping skill well is far more significant than mediocre gain in the basic skill.

CURRICULUM MODIFICATION--STAFF CONSULTATION

One test of good teaching and a healthy emotional climate in the classroom is the degree to which a teacher can treat each student not the same but differently (Dupont, 1969). A quick check of classroom materials often produces a readability level far above certain student's reading ability. Often the teacher can present the same material orally or help the student find AV materials on the same topic. Sometimes two students can work effectively together with one reading to the other but both answering questions or discussing the material.

The frustrated student will often benefit from having assignments broken down into smaller, more manageable segments. Also many Focus students seem to appreciate "here and now," short-range assignments with immediate feedback on progress. The student whose behavior is extremely deviant will usually benefit from knowing at all times where he/she stands in the classroom and what are the consequences of actions.

With the turned-off, disaffected student the goal is to establish a pattern of re-involvement in school and personal relationships. Because Focus students have experienced such repeated failure the teacher must be highly oriented toward success.

In summary, a person trained in the areas of student assessment, interpretation of psychological evaluations, and prescription of individual programs is very important to a Focus staff. Parent conferencing, home visitations, small group and classroom instruction, and use of referrals add to the competencies of a special educator. This special orientation and expertise is a vital component of a total Focus staff.

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FOCUS ENGLISH

Bill White -- Alexander Ramsey H. S.
Dave Kingsbury -- Frank B. Kellogg H. S.

Package O-1 ___________

FOCUS ENGLISH

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II. Focus English--Frank B. Kellogg H.S.

Ten O'Clock

Our skipping ropes lie silent
Our hop-scotch squares are dead
And we are home at ten o'clock
Tucked in bed.

We jumped away the morning,
We hopped away the noon,
We skipped away the evening;
Night came soon.

Time looped up our skipping rope,
He blackened out our squares,
He took us by our trusting hands
And led us to the stairs.

Patricia Hubbell

Mother To Son

Well, son, I'll tell you:
Life for me ain't been no crystal stair.
It's had tacks in it,
And splinters,
And boards torn up,
And places with no carpet on the floor--
Bare.

But all the time
I'se been a-climbin' on,
And reachin' landin's,
And turnin' corners,
And sometimes goin' in the dark
Where there ain't been no light.

So, boy, don't you turn back.
Don't you set down on the steps
'Cause you find it kinder hard.
Don't you fall now--
For I'se still goin', honey,
I'se still climbin',
And life for me ain't been no crystal stair.

Langston Hughes

Both Poems from the following source:

Larrick, Nancy, On City Streets
New York, Bantam Pathfinder, 1968

I. FOCUS ENGLISH--Ramsey H. S.

A. Background

The Focus English program has changed considerably in three years. When Focus began in 1971, I had students and no curriculum. I used a lot of movies that year and a lot of aspirin. The experience-oriented approach I had hoped to use in English (field trips, role plays, discussion, magazines and newspapers, games, etc.) was a bust. The idea was good but it lacked content and structure. The students couldn't see what they were learning and in many cases neither could I.

In preparation for the second year of Focus, 1972-1973, I did several things. I ordered a good individualized basic skills program and a lot of paperback books. I devised a workable daily evaluation and time structuring system (see section D-1 of this package). I put together some simple initial and continuing diagnostic materials (see section D-2, 3, & 4 of this package). Finally, I put together a Post Office Box unit where kids could keep materials. My plan was to use the time structuring and evaluation system to establish basic class expectations. This provided kids with information about how they could be successful and responsible. At the same time I brought in the paperbacks and programmed skill books (see section E of this package) to provide vehicles for them to use to demonstrate responsibility and success. These materials also provided a basic content to which more could be added.

In the third year of Focus, 1973-1974, more paperback books and replacement copies of the skill books were ordered. Formalized study recipes, weekly contracts and quarter contracts were printed. Class was conducted as it had been in the past year with little group work and much individualization. Less teacher pressure was placed on kids to work on writing and spelling skills.

During the 1974-1975 school year I intend to continue to use the structure and materials of the past, however, I will be introducing James Moffet's Interaction language arts program to the class (see section E-3 of this package). Basically, Interaction seeks to teach the skills of Language Arts in the same way that children learn to speak; namely, by having constant feedback in their attempts to read, write, speak, listen, and act out.

Most children have mastered the most difficult language arts task, speech, by the time they are seven, if not by the time they are five. The materials and methods of Moffet's Language Arts program seek to do the same by providing group activities for students by which they can have an instant audience for their written and spoken efforts. This is the same role that is played by family and friends as the young child experiments with speech.

As a child learns to speak and experiments with vocabulary and grammar, parents, brothers, sisters, neighbors, and many others constantly provide an audience and constantly correct the fledgling efforts. For this reason, speech, the most difficult human activity to learn, is mastered by most children at an early age. Yet, two simple activities, writing and reading, cause uncounted problems to many children (and adults). It is the theory of Interaction that when a student has an opportunity to work intensively on communication with his peers, he will receive the constant audience for his reading and writing that he had for his speaking at an earlier age.

Activity cards form the backbone of Interaction. The student chooses one of the 244 cards and follows step by step the directions given. He will read a booklet, interview someone, react to ideas in writing or action, pantomime, listen to a tape while reading, or play a language-based game. When he has completed some or many activities, I will suggest other activities or agree that an adequate variety of activities have been tried and rate the students efforts.

I have purchased the level III Interaction program and the basic literacy kit for Interaction from the Houghton Mifflin Company. I will know more about its applicability as I begin to use it in the classroom. My hopes are that it will stimulate more group cooperation, that it will provide kids with many new and varied language experiences, that it will both build skills and stimulate interest for skill deficient kids, and finally, that it will make our program evaluations look even better.

B. Philosophy

Kids are practitioners of most every mode of communication by the time they reach my classroom. They have the capacity to communicate with others with speech, writing, gesture, mimic, sign, dramatics, costume, action, inaction . . . etc. In addition most of them can read and listen and observe with some degree of comprehension. The thing is that they don't do all of these things well or even some of these things well.

As a teacher I have some alternatives. I could treat these kids as beginners and deny the torrent of experience they have had. I could do this by abstracting each level of communication to its elements and sub-elements. This would enable them to name parts and analyze structures--if it worked. . . and it hasn't . . . it's been tried with them. I could treat them as innocent youth and let them run free to sample and interview and enjoy the wonders of childhood but they're not innocent (as if that makes any difference) and they would just get high--so might I if I was a kid and my elders didn't care. It seems to me that I must find a way to operate a classroom community where kids must deal with each other constantly using every mode of communication. In such a community kids who are beginners in a skill should be able to receive basic training in that skill. Also this community should offer wide varieties of materials for kids to deal with in their communication. My teaching role is to organize such a community with a structure and with the materials to make it work, to make sure basic skill deficiencies are diagnosed and remedied, to make strong demands for intense and frequent student interaction and to share myself honestly and openly in student communication experiences.

C. Description of 1973-1974 Focus English Program

1. How it worked

Ramsey Focus English classes were made up of all three grade levels of students. Student classwork was almost totally individual and individualized. Some group activities occurred when films were shown or when speakers came in. Students in these classes did an extensive amount of reading and writing. Programmed instruction was used for remediation of writing and spelling skills (see section E-1, this package). Individual contracting, journal writing and report writing provided continuing writing experience (see appendix to this section). A large paperback library was used to provide students with continuing reading experience.

Students received daily grades on a time-effort basis with bonus allowances for special effort (see section D-1, this package). Students in the Ramsey Focus program received report cards with the same A - F grade system as other students. No designations which indicated special programing appeared on their transcripts and Focus credits equaled Ramsey credits in value.

Diagnostic pre-evaluation was done with a home-grown writing sample and standardized reading and spelling instruments (see section D-4, this package). Pre and post evaluation of our total student population also assessed reading skills (see section D-5, this package for results and Evaluation package for specific statistics).

Appendix (a)

Study Recipe for________________________

Week of ________________________________

English Hour_________

P.O._________________

Location of Materials

Tasks

A

B

C

D

	Credit	Instructor Initial
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		

Completion of this task sheet when done will be worth__________bonus points.

Appendix (b)

FOCUS ENGLISH WEEKLY CONTRACT

Name__________________________

Hour__________

P. O.________

I will complete the following tasks by ____________________(date).

Self Evaluation:

Did I meet due dates? Yes No (Circle)

Did I complete the work I intended to complete? Yes No (circle)

Complete as many "I learned . . ." statements as you can.
Use the back of this page.

I learned . . . . . .

Please sign and date when
all work is completed.

Signature__________________________________ Date___________

Appendix (c)

FOCUS ENGLISH QUARTER CONTRACT

Name________________________
Hour______________
P. O.________ ______
1st, 2nd, 3rd, 4th quarter

I will do the following work during this quarter. Start Date____________

Due Date______________

Self Evaluation:

Did I meet due dates? Yes No (Circle)

Did I complete the work I intended to complete? Yes No (Circle)

What did I learn this quarter which I thought was worthwhile and important? Use the back of this page.

I learned . . . . .

Please sign and date when all work is completed.

Signature______________________________ Date________________________

Appendix (d)

FOCUS ENGLISH
JOURNAL WRITING

I want you to get more practice in writing. The more you do the easier it gets.

Here is how it will work. Each day when you come to class I would like you to write enough to fill up at least one-half sheet of paper. Then put your finished work in the file folder I've provided for you in the third drawer of the file cabinet in the English room.

Write about things that are important to you: your feelings, your friends, your values, your likes and dislikes, your thoughts on anything, your family, your family group, your future, etc. Write to communicate something, and try to do a good job of it.

When you get five entries done, give me your file. I'd like to read what you've written and I'll try to make some written response that is friendly. I will give you normal credit for the time you spend working in class for any reading and/or writing that you do. However, you will get bonus credit of 15 points for every set of five half-page writing entries that you turn in to me. This could result in more than 100 bonus points for the quarter.

4-10-74

W. S. White

D. Evaluation

1. Day, week, and quarter evaluation and time structuring system.

Students are given points on a time basis. I equate the amount of time spent working with effort. An evaluation based on time spent working is reasonably objective and easy for students to understand. In cases where a student really outdoes himself, I use bonus points to recognize and reinforce this behavior. This system very closely approximates the time-clock that many kids will operate for the rest of their lives.

Record keeping is done in a notebook that allows four spaces for each student each day. It would look like the following sample.

	Mon. 1-3	Tues. 1-4
Trixy		

Attendance credit - students get credit in the first space according to the following schedule:

0 - skip or unexcused absence
2 - tardy to class unexcused
5 - Present on time or excused absence

Classwork credit - students get credit in the second space according to the following schedule:

3 - for every ten minutes of work. This is figured with the student at the end of the hour.

Daily grade - points earned in the first and second spaces are totaled in the third space and grades are earned according to the following scale:

A - 17 or more points
B - 14 or more points
C - 11 or more points
D - 8 or more points
F - 7 or less points

Weekly grades - points earned in the third spaces are totaled on Friday and placed in the fourth space down in the Thursday column. This is done so that a weekly grade can be placed in the Friday's fourth space down. Weekly grades are then earned according to the following scale:

A - 85 or more points
B - 70 or more points
C - 55 or more points
D - 40 or more points
F - 39 or less points

Quarter grades - These are figured simply by extending the above system and dividing total earned points by the number of weeks.

Some additional features:

I give students automatic A's on days when class is called off for some reason or when there are school holidays.

Students must make up work points if they miss school and desire such credit. They will receive the five point attendance credit if the class absence is excused.

Students can earn an hour of relaxation if they earn one week of "A" grades. They will receive an "A" grade for this earned hour off.

D-2.

English Task Sheet

Name____________________________

Hour_________________

Date____________________________

Goal: To produce a writing sample.

I. Sentences (15 minutes)

A. Write two simple declarative sentences using proper punctuation.

(Ideas: the activity you enjoy most, your biggest dream, the color of your hair, etc.)

B. Write two questions in sentence form using proper punctuation.

C. Write two exclamatory sentences using proper punctuation.

II. Paragraphs (15 minutes)

Write one good paragraph at least four sentences long. Use a topic sentence with several supporting sentences. (Ideas: What you did this summer, what kind of a job you'd like to have, what you look for in a girlfriend or boyfriend, what you'd do if you had $1,000 to spend, etc.)

Use the back of this sheet for your paragraph.

D-3. Skills Inventory - Writing Sample

Name____________________

Date____________________

How well can you write? As you do this inventory imagine yourself to be writing to someone who just may offer you a $50,000 job if you can write well.

Write a paragraph that is at least four sentences long. Remember to use everything you know about paragraph and sentence structure. You may want to write to this potential employer, describe your abilities, talk about your feelings, describe what you want for a job, a friend, etc.

This sample will be used to discover your strengths and weaknesses in writing, so really show what you can do.

Now go ahead and write your paragraph of at least four sentences.

Check your writing over carefully when you are finished and then return it to Bill White. Next you should take the spelling skills inventory.

D-4.

Additional tests used in the classroom for diagnosis only included:

Gates-MacGinite Reading Tests - Survey D., Form IM

Jastak Wide-Range Achievement Test - spelling section only

D-5. Evaluation of Focus English

The Iowa Tests of Basic Skills has been used since the beginning of the Focus program to assess student achievement gains. The actual results of this evaluation (if you can decipher them) can be found in the package labeled Evaluation.

On the average, Focus kids enter the program with poorly developed skills. Vocabulary and reading skills for entering students in grades ten, eleven and twelve average just below the seventh grade level. For these same students language usage and spelling skills are on the average near the seven and one-half grade level. What this means in most cases is that during every year in school these kids have managed to slip further and further behind. To further explain their plight another test of reading skills was given to all sophomores in Ramsey's regular school program last year. More than one-half of the approximately five hundred students tested actually topped the test. As sophomores these Ramsey students tested above the 12.9 grade level on the Gates MacGinite comprehension scale.

In order to give you a rough idea of how students progressed on their language arts skills, I have included a comparison of my own design. This chart first of all shows you the average grade level score on the Iowa Tests of Basic Skills for entering Focus students for each skill area. In the following columns you will see the expected and actual growth in grade level during each testing period in each year for the average Focus student. These results are perhaps more significant when it is realized that these students probably achieved most of their skill growth in their elementary years and little growth as they grew older. Therefore, achievement of significant skill growth at this point is particularly notable.

RAMSEY FOCUS ENGLISH RESULTS[a]

Skill Area	Ave. Gr. Equivalent Score	1971-1972		1972-1973		1973-1974	
		Expected Growth in 5 months	Actual Growth in 5 months	Expected Growth in 7 months	Actual Growth in 7 months	Expected Growth in 7 months	Actual Growth in 7 months
Vocabulary	7.15	.36	.33	.51	.78	.51	.59
Reading	6.05	.31	1.00	.43	.79	.43	1.06
Spelling	7.48	.39	*	.53	.92	.53	.07
Lan. Usage	6.60	.34	.33	.47	*	.47	.26

[a] Iowa Tests of Basic Skills used for this evaluation.

*No testing given.

Note -- multiply the above scores times ten to get "gain" score expressed in months.

E. BIBLIOGRAPHY

1. Programmed Texts

   a. The following books are all part of the McGraw Hill Basic Skills System available from McGraw-Hill.

Basic Spelling Skills	approx. $2.75
Paragraph Patterns	approx. 2.75
Writing Skills I	approx. 2.75
Writing Skills II	approx. 2.75

   b. English 2600 which is used occasionally is available from Harcourt, Brace and World.

2. Paperback books - The Focus Library presently includes over 450 separate titles. A listing by title with publisher and recent price is available.

3. The Interaction program - This program is available through Houghton Mifflin Company.

I have ordered the following:

Level 3 complete	$854.58
Literacy Kit	583.35

4. Other materials used in Focus English:

   a. Gateway Series - MacMillan Company

      "Ways of Justice"
      "A Western Sampler"
      "Rebels and Regulars"

   b. Xerox AEP Books - American Education Publications

   c. English Everywhere - Globe Book Company

   d. Warriners English Grammar and Composition - Harcourt, Brace and World

   e. Stories - ed. by Jennings and Calitri - available from Harcourt, Brace and World.

   f. St. Paul Dispatch - Newspaper

II. FOCUS ENGLISH--Kellogg H. S.

When Focus started in 1972, I entered the program feeling that the students would need many different types of language arts experiences. I attempted to offer as broad a range of subjects as possible to "turn them on." In the last two years I feel that I have learned some things about the background of the student and what he knows and needs. The average Focus student can read but cannot write very well. They need to learn the basic skills in English. They also need to understand themselves and the world around them. They are not experienced in viewing and understanding the mass media nor have they developed any depth of appreciation for such things as poetry and drama.

At first I primarily relied on my major method of teacher directed large and small group instruction. I did not attempt much individualization nor did I try to use any pre-packaged materials, since I felt the "work sheet approach" would bore them and would not prove successful. I was wrong. Since that time I have added individual diagnosis and instruction in basic skills into my program. I have found that student's needs differ enough that in many cases it is essential to provide individual learning.

Large group instruction proved to be a positive experience at times, but proved difficult for classroom management because all of the students were not involved. Furthermore, the evaluation results showed that students were not gaining in basic skills of language usage, spelling, punctuation, or vocabulary as much as I had wished. They did improve in their reading skills (7 months on the Iowa tests, and 1 year 6 months on the Gates-MacGinitie).

However, within this large group arrangement, students gained a working knowledge of the mass media through the use of video-tape equipment and the study of films. They worked on a unit on values clarification that helped them develop basic philosophies. We also gained some experience in "role playing" and some "mini Theatre" kinds of productions. I had hoped to have a positive impact on their self-images with many of these experiences. Because of the total program approach, it is difficult to pin down those exact things that build positive self-image and increase ego-strength but our evaluation indicated personal growth in these areas.

In conclusion, the evaluations of my Focus English program indicate that more change needed to occur. Therefore, my methods will include much more individualization, "in-depth" diagnosis of basic skills, and less emphasis on large group instruction and use of "whole class" activities. Small groups, I believe, are important and will have a place in the classroom. I believe a balance between small group interaction and individualization is a good approach.

Methods and things that have proved to be successful are:

1. Independent reading
2. Individualized instruction and diagnosis and remediation in the basic skills
3. Newspaper reading and study of current events for "large groups"
4. Viewing short films for discussion and critique purposes
5. Video-tape productions and role playing
6. Writing a daily journal
7. Values clarification exercises
8. Creative writing from film strips and pictures. I used David Sohn's "Stop, Look and Write" set with a great deal of success.

9. Film loops for individual viewing with reaction and summary reports.
10. Using small groups (two or three people) in the program of remedial reading with use of the pacer.
11. Using an improvised "skills box" with materials taken from the "Troubleshooter."
12. Learning packages on various areas, e.g., Writing letters, Filling out application forms. What is apprenticeship? etc.
13. Crossword puzzles and short stories from "Scope" magazine and from Voice magazine.
14. Philosophy of life paper. A unit on values clarification, and self-awareness which makes the students think out what they believe about certain self-concepts.
15. Mass media study.

Units include some mini-units on literature and some learning packages.

1. Gaining Reading Skills
2. Getting the most from your newspaper
3. Business Letters
4. Building Vocabulary
5. Words we use
6. Job Planning
7. Film study
8. Mass Media
9. T. V. Production
10. Status
11. Writing

Evaluation of the English curriculum centered primarily on the Iowa Tests of Basic Skills. The Gates-MacGinitie diagnostic test was also used.

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Teaching the Universe of Discourse, Moffett. Houghton Mifflin Co.

Trouble Shooter Units, Benner. Houghton Mifflin Co.

Search for America, Brooks, Holt's Impact Series.

Scope Magazine

A Good Life

American Dream, Ginn and Co.

Understanding Language

Vocational English, Jochen and Shapiro, Globe Book Company, Inc.
175 Fifth Avenue, New York, N. Y.

FOCUS SOCIAL STUDIES

Pat Hudak -- Alexander Ramsey H. S.
Edythe Nackerud -- Frank B. Kellogg H. S.

Package P-1 __________

FOCUS SOCIAL STUDIES

Philosophy

Social studies goals are consistent with the goals of the Focus program. We believe that, if a student becomes aware of his self-worth, that he can also become aware of his relationship to the society in which he lives as well as the world of which his society is a part. Moreover, student involvement in the learning process can lead to enjoyment and can become a life-long asset.

In order to implement these relationships we:

1. Have expectations set for the individuals
2. Find materials to fit the student
3. Relate the past to the present
4. Emphasize concepts and ideas rather than straight factual material
5. Encourage rational thinking, generalizations, comparisons and contrasts, synthesizing.

Methods -- Kellogg High School

Ramsey and Kellogg social studies teachers' classes have utilized different methods of teaching for the past two years. Mainly, because of the difference in teachers' backgrounds and experiences, much more individualized instruction was carried on at Ramsey while more group work was done at Kellogg. Now we seem to be moving toward the center with a combination of individual and group work. We have learned that teachers must develop and use those methods that work best for them.

It has been my belief that group work in social studies is important for three reasons:

1. Our social problems are caused by groups rather than individuals, and group efforts are needed to solve these problems.
2. So many students are tracked in other subjects such as math, science and English that somewhere along the line students with all abilities should be integrated.
3. Potential leaders need to know what their followers are like. Potential followers need to know what their leaders are like.

Since I have worked in Focus, I have not changed my basic beliefs about group work, but I have become aware that more individualized work is necessary. Like any other teacher, through the process of experimentation and elimination I have found some methods that are successful.

For reading assignments in class, some students read silently while others may be in a small group where one person reads aloud. A five-minute break is followed by discussion. Independent work may be done to gather factual material or students may work together. Discussion may interrupt work whenever a question is posed and interest is indicated.

Using literature to interpret history or social problems can add interest and vary the routine. T.V. programs and movies viewed outside the classroom can provide a basis for discussion.

Focus students like work sheets or study guides. They receive a certain number of points for completing a work sheet. These are checked with no penalty for wrong answers for discussion enables them to correct their work. They may use the work sheet during a test to provide factual information to point out generalizations, comparison/contrast, or synthesis. An example from American History might be a factual study of the rise of industry. Work sheets would include material on natural resources, leaders, labor, capital, markets, etc. The test might have a question such as "How do your text books represent the growth of an industry?"

Another method in Senior Social Studies which has been successful is to cross disciplines. In Consumer Education, after a background of the need for becoming a wise consumer, our math teacher takes over the class and works on the cost of credit, loans, taxes and mortgages.

Some things that don't work are:

1. Long range assignments such as research papers (except for some motivated students).
2. Don't stretch units to fit your time schedule. Have an alternative plan.
3. Silent film strips are boring. Movies and film strips with records or cassettes are fine.
4. Don't use one text -- vary the materials.
5. Don't allow a disruptive student to remain in class. Have a one-to-one conference with him/her later in the day.

For evaluation I use the point system. Such things as daily work, attitude, preparation, participation and attendance are weighted heavily. Tests are a minor portion of their grades. Points are also given for extra credit such as attending movies, viewing T.V. shows and reporting on them. In addition to these, relevant clipping collections, art work and tutoring may give students extra points. Points are usually computed weekly so that students know how they are doing. They are not in competition with each other but each student has individual expectations to be met.

Other than grades, a class may be rewarded for completing a unit by receiving a free hour or going out for breakfast or lunch. Individuals who complete their work early may choose to explore a subject in depth, may help other students or take a free hour.

These are only suggestions, things that have worked for me. Teachers learn through experience and sharing with others those things that can work for them.

Background -- Alexander Ramsey High School

Changes in the Ramsey Focus Social Studies curriculum have been made to accommodate the needs of the students and the instructor. Working from a position of relative innocence about what students really needed educationally, two things were of paramount importance. One, it was felt the curriculum developed must be in response to student needs, and two, evaluation techniques had to be found and used to discover those needs. During the first two years many trial and error procedures were used. Generally, four basic areas of change occurred, all in response to formal and informal evaluation:

1. Classroom management changed from unstructured to highly structured (as appropriate to the needs of students).
2. There was a change in emphasis from student set expectations to teacher set expectations (with student input).
3. There was a change in emphasis from creative, abstract, open ended learning activities, to concrete structured activities.
4. There was a change from group centered teaching process to highly individualized learning.

Students were encouraged at all times to give feedback about materials and teaching methods. Formal classroom evaluations were conducted quarterly to give each student a chance to evaluate the course. Individual conferences provided a rich source of feedback. Changes in curriculum were made according to the response given. Invariably, students indicated a need for more structure, more concrete material and more individualization. Students responded responsibly and positively to the opportunity to evaluate materials and methods used in the classroom. Perhaps the most important result has been that the students are actively involved in shaping the learning situation they are involved in.

Methods--Alexander Ramsey High School

The primary tool used in Ramsey Focus Social Studies is individualization. It is used to motivate students, add relevance, and meet specific learning needs. Students are expected to participate in determining what they do in class. Within a basic structure, students are free to "negotiate" a learning contract that must meet the instructor's approval. Constant evaluation and open feedback are necessary to make a highly individualized program work. A student must always know where he's at, and he must be invited to give evaluation of materials and structuring as well as evaluation of his performance. Subsequent contracts must reflect this input. Given the opportunity, in a one-to-one situation, few students sell themselves short when there is an expectation of growth.

Grades motivate Focus students. They can be made meaningful with good communication. The meaning of a grade should be clear, and every student should have the opportunity for an A within the individualized system. Feedback is important and students need to know daily how they're doing. They need concrete recognition as well as praise.

Evaluation. There are two dimensions to the Ramsey Focus social studies evaluation. Evaluation of the students' work and participation is continuous and openly communicated. Grades are important to our students and they have impact. Students receive daily a certain number of points for attendance and participation. These determine part of a weekly grade. The other part of the weekly grade is determined by contract work accomplished. Weekly grades are averaged for the quarter. Every effort is made to give students daily information about how they are doing.

Evaluation of the course, including materials, methods and structure is also continuous and openly communicated. Students are expected to share their evaluation of the course on a quarter review, and through individual conferences. It is important for the instructor to seek out this evaluation and act on it. Particular attention should be paid to individual student's needs about the relevance of materials, timing of assignments and classroom methods and structure. If you listen, you will learn about your students' needs and how to adapt your classroom to accomplish your goals in a meaningful way.

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"Thailand"
"Japan"
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